INSIDE Teaching

THE PROFESSIONAL JOURNAL OF THE AUSTRALASIAN TEACHER REGULATORY AUTHORITIES

VOLUME 1 | NUMBER 2 | JUNE 2010

First year out: Survive and thrive

Want to make a difference in Indigenous education? Stick around

MY BEST TEACHER
STACEY THOMSON
PAGE 18

10 THINGS I'VE LEARNED...
FRANCES UNDERWOOD
PAGE 20

20 QUESTIONS
WITH CATHERINE FREEMAN
PAGE 30

INSIDE Teaching

THE PROFESSIONAL JOURNAL OF THE AUSTRALASIAN TEACHER REGULATORY AUTHORITIES

PUBLISHER
Australian Council for Educational Research – ACER Press

ACER

For

atra

Australasian Teacher Regulatory Authorities – ATRA

EDITOR
Dr Steve Holden 03 9277 5466 holden@acer.edu.au

NATIONAL ADVERTISING MANAGER
Carolynn Brown 03 9277 5468 brown@acer.edu.au

PRODUCTION
Ralph Schubele schubele@acer.edu.au

REGULAR CONTRIBUTORS
Wendy Harmer
David Rish

Inside Teaching is the professional journal of the Australasian Teacher Regulatory Authorities (ATRA). ATRA facilitates the cooperative and collaborative work of Australian and New Zealand teacher registration and accreditation authorities in meeting the needs of a highly-qualified, proficient and reputable teaching profession.

Inside Teaching, published online by the Australian Council for Educational Research – ACER Press – for ATRA, is funded, through ATRA, by:

The New South Wales Institute of Teachers
The Queensland College of Teachers
The Teacher Registration Board of the Northern Territory
The Teachers Registration Board of South Australia
The Teachers Registration Board of Tasmania
The Victorian Institute of Teaching
The Western Australian College of Teaching

LINKS:
www.atra.edu.au

ACER is a member of the Publishers Australia association

PublishersAustralia

growing your publishing business

Image from the cover of *'Hanging in with kids' in Tough Times* by Tiffany Clitheroe, Safety Bay Senior Secondary High School, Western Australia

CONTENTS

Vol 1, Number 2 June 2010

FEATURE
Making a difference 06

INDIGENOUS EDUCATION
Teaching 'real' Indigenous students 14

PROFESSION
What next for the profession?
National professional standards 16

MY BEST TEACHER
Stacey Thomson 18

10 THINGS I'VE LEARNED ABOUT TEACHING
Frances Underwood 20

TEACHING TIPS
First year out: Seven steps to surviving and thriving 24

20 QUESTIONS
David Rish interviews Catherine Freeman 30

RESEARCH
'Hanging in with kids' in tough times
Promoting school engagement in secondary schools 36

REGULARS
State of the nation 04
Behind the lines 05
News 42
On my shelf 44
Reviews 46
Diary 48
See me afterwards 50
The quiz 51

All reasonable attempts have been made to trace copyright holders of material published. Material contained in *Inside Teaching* is protected under the Commonwealth Copyright Act 1968. No material may be reproduced wholly or in part without written consent from the copyright holders. The views expressed in this publication are not necessarily those of the Publisher or Editor, nor do they represent the views or policies of ATRA or the teacher registration and accreditation authorities that are party to it. The Editor reserves the right to edit, abridge or otherwise alter articles for publication. All photographs have been published on the understanding that appropriate compliance with privacy legislation has been obtained. The attention of advertisers is drawn to the Trade Practices Act 1974 and the provisions of the Act that apply to advertising. It is not possible for *Inside Teaching* to ensure that advertisements published herein comply in all respects with the Act and the responsibility must therefore lie with the person, company or advertising agency submitting the advertisement for publication.

Editorial

On the table for consultation by all members of the Australasian Teacher Regulatory Authorities (ATRA), teachers and other stakeholders around Australia has been the first draft of the national professional standards for teachers. The consultation ended on 21 May. ATRA has worked with teachers and other stakeholders in each state and territory to coordinate a national response to the draft. The response reflects the feedback of teachers from around the country. The consensus from teachers is that there is quite a bit of work to be done. We must have standards that work for teachers from Bathurst Island to Bruny Island and Byron Bay to Broome. They should be the national common reference point that articulates, celebrates and supports the complex and demanding nature of a teacher's professional life from preparation to the twilight of their career. These standards will be the building blocks of a national profession, and they must be right.

State of the nation

New South Wales teachers in government schools can now apply for a new position called a 'Highly Accomplished Teacher.' The new position is linked to the Professional Teaching Standards of the NSW Institute of Teachers at the levels of Professional Accomplishment and Professional Leadership. Undertaking accreditation at Professional Accomplishment or Professional Leadership is a prerequisite for appointment. The new position has been created as part of the Teacher Quality National Partnership so that the best of NSW government school teachers can seek an increase in pay to take their talents and experience into schools in some of the state's most disadvantaged communities. The 'Highly Accomplished Teachers' will work in the classroom but with a reduced teaching load so they'll have time to mentor and support other teachers and take a leadership role at the school without the need to move from the classroom and into administrative roles. The first applicants for the new positions completed online preliminary assessments in March. More positions will arise throughout the year.

LINKS www.nswteachers.nsw.edu.au

In Tasmania, the controversial post-Year 10 reforms, called 'Tasmania Tomorrow' are 'dead' or 'undergoing refinement,' depending on your point of view. Tasmanian Education Minister Lin Thorp in June announced 'changes to the current model for post-Year 10 education and training following extensive consultations.' The Tasmania Tomorrow reforms created a pretertiary Tasmanian Academy, in place of the state's existing senior secondary colleges, and a vocational Tasmanian Polytechnic. The Tasmanian Academy will continue to enrol students aged between 15 and 19 years and will broker with the Polytechnic to provide students access to Polytechnic courses. The Greens, on whom the minority Labor government depends, insisted on the change to the system. According to Thorp, the main change is to bring the Academy and Polytechnic under the control of the Education Department by 2011. The changes also include scrapping the Academy and Polytechnic boards, restoring senior secondary colleges, which each get back their original name and a principal, and moving staff back to the Education Department.

A Grattan Institute report using data from the Teaching and Learning International Survey (TALIS) of the Organisation for Economic Cooperation and Development claims that teacher management in Australian schools is dysfunctional. According to Ben Jensen, Grattan Institute Program Director of School Education and TALIS coauthor, only eight per cent of Australian teachers believe they'd receive recognition for improving their teaching, while 91 per cent believe they would receive no recognition for innovative teaching and 93 per cent believe their school principal does not take steps to address persistently underperforming teachers.

Behind the lines
by Alex Hallatt
I hate this machine - it's an evilly-possessed-photocopier-of-doom.
uh-huh.
I gave out 30 assignments last week and they were all missing the last question.
I bet the students loved it.
Teacher
Teacher
Whenever I'm in a hurry it eats the paper I put in.
Perhaps you shouldn't use the feeder.
It's done it again! My original has disappeared into it's Hadean bowels!
Calm down - is there an error code?
CHOMP!
Yes...
Look it up in the manual.
The error codes only go up to 292.
What's on the display?
HEH. HEH. HEH.
666...
Hallatt
©2010 moontoon.com

Making a *difference*

How can schools best maximise opportunities for Indigenous students and others? ***MICHAEL WINKLER*** *visits Tabulam Public School to find out, and discovers the secret lies in building close community connections – and that depends on staff sticking around long enough to make a difference.*

The Bundjalung people in far north-eastern New South Wales have always dived for turtle. Even inland from the coast in Tabulam, the local footy team is called the Turtle Divers. Young boys are taught diving techniques that have been passed down over millennia.

At a recent expedition for turtle on a Saturday, the local primary school, Tabulam Public School, provided goggles for the divers, helped out with lunch and provided digital equipment. With still shots and video footage from the day, the school then set about working on a DVD the following week about the turtle diving expedition, embedding literacy as well as information and communication technology in the task.

It's one small example of the way the school works in the community in Tabulam, where responsibilities to the local children continue after the home-time bell, where local Indigenous perspectives are incorporated across the curriculum, where the key to success is, in a word, integration.

Tabulam is a small, low-socioeconomic rural centre on the Clarence River, west of Casino and east of Tenterfield. There's no supermarket or medical facility and not much work, although there is a garage-come-general store, a preschool, a post office, a café, a rural store, a police station, a pub and the primary school, where 60 per cent of the school's 66 students are Indigenous. Many come from Jubullum Village, the site of a mission, while others travel up to one hour each way by bus.

Tabulam PS shows how schools can maximise opportunities through close community connection. In 2008, school and community leaders met to examine school data to do with academic outcomes, attendance, behaviour and student welfare, in order to apply an evidenced-based approach to the shaping of what eventually became the Tabulam Schools in Partnership Agreement. Signed by staff, students and community members, the agreement confirms that, 'We will work together to support our kids, value education, encourage cultural awareness, support regular attendance, and ensure a happy, safe and friendly environment.' A local artist created a painting to represent the partnership agreement. The community and school also worked together to develop a school motto: 'Stand Tall – Respect All.' All staff now wear a uniform embroidered with that motto.

The success of Tabulam PS comes through collective effort, but the will to work together is the product of a long-standing and highly effective educational partnership between Lesley Mills and Carmel McGrady. Mills started at the school as a casual teacher, became the Aboriginal education resource teacher, and has been principal since 2004. She's worked closely for almost 25 years with McGrady, the Aboriginal education

Aboriginal education officer Carmel McGrady, at left, and principal Lesley Mills, who have worked closely together at Tabulam Public School for almost 25 years. Says Mills, 'I've learned a lot about the Aboriginal understanding of the world which has been to my benefit. Those insights might benefit a lot of other people, too, learning that there are different ways of looking at the one problem, and that a team approach is a better solution to a problem than any one person's efforts.'

officer (AEO). Between them, Mills and McGrady know literally everyone in Tabulam.

The longevity of their working partnership means they've been able to devise and trial any number of strategies for Indigenous education. It also means they're in the happy position of having many former students now returning to the school as parents, giving them an immediate connection.

Consider the fact that many isolated schools experience problems because they have high staff turnover, and it's clear that Mills and McGrady's long-term commitment to the town and the education of its children is a significant plus.

'If there's something happening, Lesley always asks me my opinion. Not many principals will ask their AEO what they think, and value that opinion,' McGrady says. 'We discuss a variety of opinions and always reach a solution which is in the best interests of the students. Even when discussions are difficult, relationships are unaffected. If we disagree on something we talk about it, a decision is made, and we walk away and leave it. That's the way we work together.'

Some schools feel like good places. Tabulam PS is one of them. The telephone poles leading towards the school have been painted with colourful designs, a joint effort between students and community members. The grounds are spacious. There's artwork on walls and photographs of smiling students abound.

'All the years I've been here we have never said Aboriginal children and white kids; we've always said "all children," and they're everyone's responsibility,' McGrady explains. 'Aboriginal culture is across the board, but there is no stereotyping. I am an Aunty to every child in the school. Our teachers have high expectations of all students. They believe in them and let them know that they can get there.'

While much community contact is informal, there's also formal recognition and consultation. The local Aboriginal Education Consultative Group is alive and well. There's also an Aboriginal Education Committee which meets at the school every Friday morning and which community members can attend.

'I run the Aboriginal Education Committee meeting and if parents want to have their say they know they will be listened to,' McGrady says. 'The minutes are given to every teacher and any issues go to the staff meeting. We ensure there is always follow-up.

'Parents know that it's not just Lesley and the teachers who own this school. It's the community's school too. Selina Hickling, our Aboriginal student support officer, goes out to Jubullum Village every Tuesday and parents know they can talk to her. Selina also picks up parents and brings them in for school assemblies. She represents a younger generation. I have pulled back from the Aboriginal Education Consultative Group

FREE* skiing for Grade 5 students this winter!

Grade 5 students can ski for **FREE*** at Victoria's five major alpine resorts of Mt Buller, Hotham, Falls Creek, Mt Baw Baw and Lake Mountain.

The ***Grade 5 Ski Free Pass*** entitles Grade 5 students in Victoria to one free lift ticket or snow play pass at each of the five resorts so they can ski, ride or play in the snow free. That's five tickets each for winter in 2010!

All you have to do is encourage parents to download the FREE pass online at www.skivic.com/grade5skifree. Each pass is then required to be stamped and signed by the student's school administration office to be eligible to redeem the pass at each mountain.

You'll love every piece of Victoria

go for your life

Victoria The Place To Be

* The free ski pass is only available to Grade 5 students in Victoria. Conditions apply. Please see pass or website for details.

because I want to leave room for the younger ones to take over, and we'll support them in that.'

The school has lifted student attendance – 92 per cent in 2009 and higher than the regional average. Students monitor their attendance on a weekly basis, filling in a form showing the days they've attended and been away. The school's biggest push has been towards explained absences. 'We have an attendance reward excursion at the end of each term,' says Mills. 'To go on that, the kids need all of their absences to be explained absences, and have five or fewer days away. Some excursions have included 10-pin bowling in Lismore, canoeing on the river and movies in Kyogle.'

There's also better than 90 per cent attendance by parents or carers at personalised learning plan meetings, but the aim, explains Mills, is to make sure everything is equitable. 'Anything we do for one group of students is of benefit for all,' she says. 'Every child is on a personalised learning plan, but when we do any activities such as hunting, Aboriginal students take a non-Aboriginal friend along. We focus on putting things in a positive light.'

School success is built upon a positive start. Together, Tabulam PS and Tabulam Preschool run a transition to primary school program. Now in its fourth year, the transition program this year involves preschool children attending primary school on every Monday for the whole year, working with a dedicated transition teacher and an assistant – previously, this operated across the last two terms of the year. Children receive a school shirt on their first day, line up with other students in the morning, and eat with the older children.

'The transition program is focused on the needs of the students, developing strategies for them to function in the classroom,' says Mills. 'We've started giving our transition students a personalised learning plan. Since we have a lot of contact with their parents, it seemed the natural thing to do. Over the past three years the students' school readiness has improved remarkably, so when they start Kindergarten now they are settled, engaged and totally into their learning.

'Throughout the school we focus on explicit, quality teaching. Children know what we are teaching, why we are teaching it, and what they can do with it.' The school also emphasises regular, positive reinforcement and feedback about learning and behaviour.

Flexible funding means the school can direct resources where they're needed, particularly to provide intensive literacy and numeracy in small groups, the largest group currently having 18 students, and to maximise individualised support, with assistants in every class.

A jewel in the Tabulam crown is the Aboriginal Resources Library, a dedicated space with diverse resources built up over more than two decades. 'We had to really fight to get it started,' McGrady recalls. The library houses a collection that would shame many larger schools, the result of a long-term commitment to including Indigenous perspectives in all parts of the primary curriculum.

Teachers at the school are required to plan their programs to address Aboriginal perspectives across all key learning areas and to include an overview of those perspectives in their program. 'Some of our recently appointed teachers find it a bit intimidating,' Mills admits. 'They're concerned about what they can teach and their own limited knowledge of Aboriginal culture, but with support from the staff and the community, we find they develop confidence about the content they can cover.'

Additionally, the Tabulam PS Aboriginal education resource teacher provides a term-long program of Aboriginal studies for each class each year to ensure all students have a sound knowledge of traditional culture and Aboriginal history.

The school also runs the Aboriginal Early Language Development Program, in operation since 1989, to assist teachers to develop appropriate strategies for teaching Aboriginal students with the aim of improving outcomes, developing locally based resources and engaging the community.

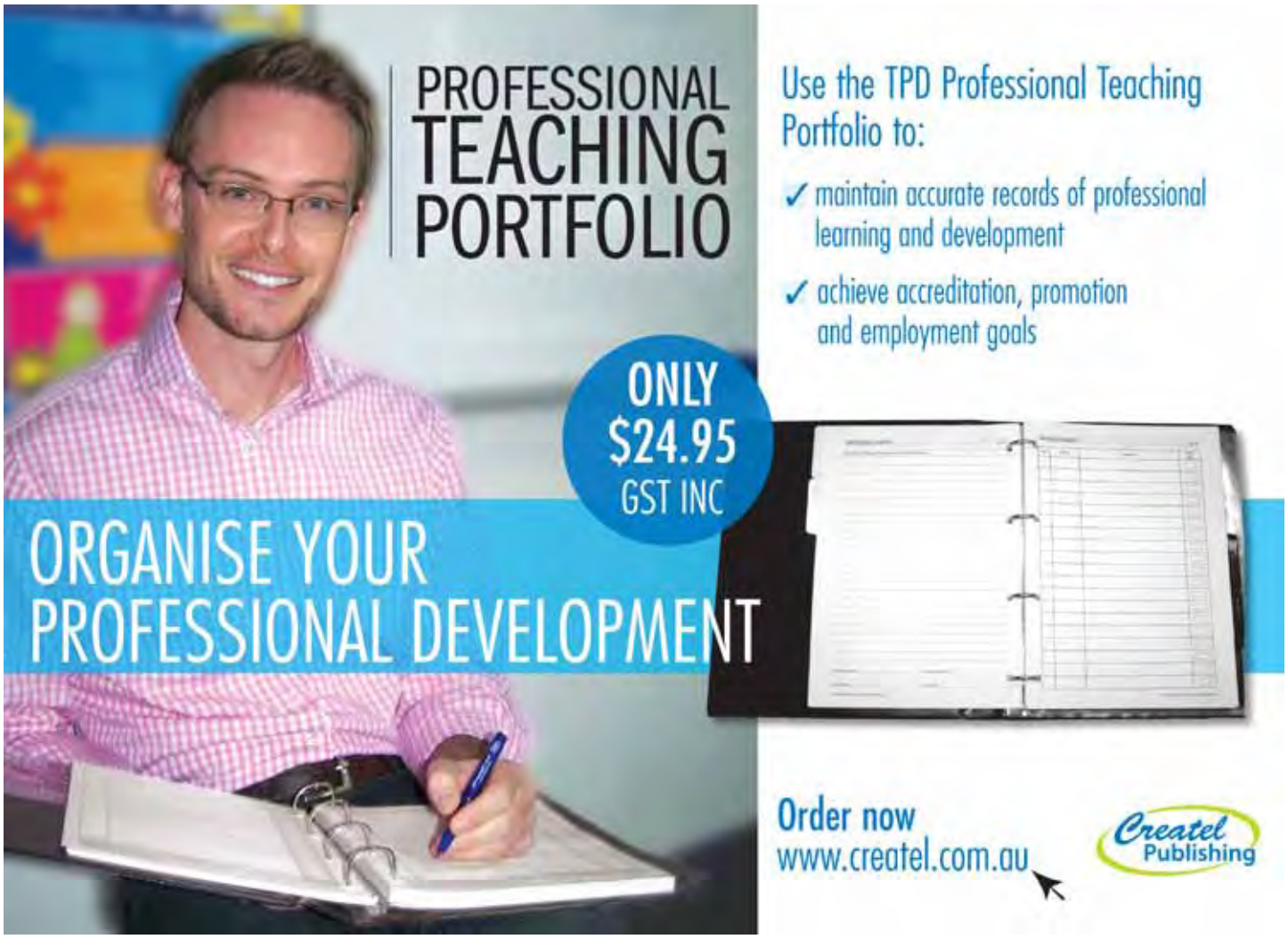
It has also developed classroom resources around some local

hunting activities – *Going for Jubul*, or witchetty grubs, and *Going for Binging*, or turtle. Local elder Harry Walker instructs students on Bundjalung language and culture. School staff, students and others in the community are also working with him to make a DVD which will document his knowledge about the local area.

Since 2007, Tabulam PS has played host to neighbouring schools for a major event under the auspices of the National Aboriginal and Islander Day Observance Committee (NAIDOC). Since these schools have few or no Aboriginal students, it is, explains Mills, an opportunity, 'to showcase the school and our kids and our community involvement, and to show the positive aspects of the development of Aboriginal culture in the school environment.'

Prior to the last NAIDOC event, McGrady adds, the school had to prepare six different activities. She and other community members spent the weekend preparing the school on a completely voluntary basis. That, she points out, is a testament to the community's feeling of ownership of the school.

Informed, committed and lasting leadership can take a school a long way. As Mills explains, 'Leadership is about relationships, understanding and making sure everything that you do will be of benefit to the students. It means creating a team of people who feel valued and respected, who



Collaborative and sustained: What the research says

The collaborative and sustained approach at Tabulam Public School is backed up by research. Research by Stanford University's Linda Darling-Hammond and a team of researchers from Stanford's School Redesign Network, published as *Professional Learning in the Learning Profession: A status report on teacher development in the United States and abroad* by the US National Staff Development Council in February last year, shows that professional learning is effective when it's sustained, focused on content and embedded in the work of collaborative professional learning teams.

The professional learning most US teachers receive, according to Darling-Hammond, is episodic, often fragmented and disconnected from real problems of practice. 'The research tells us that teachers need to learn the way other professionals do – continually, collaboratively and on the job,' Darling-Hammond says.

REFERENCES

Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N. & Orphanos, S. (2009). Professional Learning in the Learning Profession: A status report on teacher development in the United States and abroad. Dallas, TX: National Staff Development Council.

work together cooperatively and feel free to express opinions. The more open and approachable you are, the more people in the community will feel free to come in and lend a hand for the benefit of students.

'Leaders set the tone of a school by being consistently positive, non-judgmental, respecting what each person brings to the school and realising that everyone has something to contribute. I've learned a lot about the Aboriginal understanding of the world which has been to my benefit. I've learned that there are different ways of looking at the one problem, and that a team approach is a better solution to a problem than any one person's efforts. Those insights might benefit a lot of other people too.'

Mills, an action area contact for the national Indigenous education project Dare to Lead, has also lent her expertise to regional workshops. 'Dare to Lead is doing a fabulous job promoting Aboriginal education and strategies to improve outcomes,' she says. 'We've presented to local Dare to Lead meetings, we've been to Dare to Lead workshops on effective community engagement, and we've shared strategies with other schools at those meetings. It's positive feedback that what we're doing is recognised.'

Positive feedback about the Tabulam PS approach also comes from school education director for the Richmond Valley, Selwyn Nix. 'Lesley Mills has worked tirelessly to improve student outcomes and her strength of leadership has enabled staff and the community to develop a positive and enthusiastic team to better fulfil student needs,' Nix says. 'The inclusive process of consultation and decision making has led to the Tabulam Schools in Partnership Agreement, the focal point of the school's operation. The programs resulting from this consultative agreement have had major benefits for student learning and continue to do so.'

Tabulam PS continues to innovate. For the past three years it has hosted an Aboriginal film festival. The community comes together for a meal and screening of short films made by Indigenous filmmakers or with Indigenous themes. Last year, many acclaimed movies were shown, but the most enthusiastic response was for a DVD made by the school about local boys diving for turtle. On a deeper level, the film showed how the school is helping the community, gaining engagement and trust, and improving learning outcomes along the way. There may not be pearls for those who dive in the Clarence River, but the educational rewards at the local school are priceless. ■

Michael Winkler *is the communications officer for the Dare to Lead program.*

LINKS

www.tabulam-p.schools.nsw.edu.au

www.daretolead.edu.au

Salary Package your next vehicle with a Novated Lease and leave your tax in the dust.

Why fleetcare?

- ✓ Unlike other providers we pay ALL your vehicle bills straight up – no waiting around for reimbursement
- ✓ Any unused portion of your account is fully reimbursed to you at the end of your lease
- ✓ Fleet purchasing power to get you the best vehicle price around
- ✓ Dedicated personal account manager to provide you optimum support

Call now and be rewarded!

Call today and we'll give you a **$500 Fuel** or **Myer voucher** when you novate your vehicle with us **PLUS** we'll waive the establishment fee!*

fleetcare

Driving Australian Fleet Since 1989

We offer discounts on fuel & maintenance and provide you with FREE roadside assistance.

To discover all the benefits of a Fleetcare Novated Lease call Dean now on 1300 655 170 (ext 867) or visit fleetcare.com.au/novated for more information.

*Offer available until July 31st 2010

Teaching 'real' Indigenous students

If we're to succeed in teaching 'real' Indigenous students we need to engage them in the learning experience, but that, says ***JEANNIE HERBERT****, can also help us to prepare them for successful futures in the western and Indigenous cultures they inhabit.*

Who are the 'real' Indigenous Australians? In my own experience in education, I've often been surprised by colleagues who have questioned me for identifying as an Aboriginal person, most often because of the colour of my skin. If I 'look white,' they apparently reason, I am not really Aboriginal, so why would I choose to so identify myself?

There are two assumptions in that question, the first being that my identity, in terms of my family and upbringing, is somehow not important, and the second that there's something wrong with being Aboriginal – why would you wish to claim Aboriginal heritage if you could avoid it?

I've had conversations with colleagues where it seems to be the case that the colour of one's skin is the primary marker of one's identity. How simplistic is that? It's not exactly a way of thinking you'd expect from professional colleagues, supposedly educated people to whom we entrust the education of all young Australians.

This business of skin and colour is not just personal, or academic. You see, besides the colonial story of territorial acquisition by way of the legal fiction that this country was *terra nullius*, a land that belonged to no one, there's another story to do with the idea that 'the real Aborigines' live 'out there somewhere.'

Such thinking may be because colonisation pushed Aboriginal people out of the expanding areas of white settlement into the so-called empty spaces, the harsh, arid country that was, apparently, good for nothing – inferior country for inferior people. So when many teachers think of Aboriginal schooling, they think of the 'real Aborigines' as being out there in what we now call remote locations or re-settled on the missions or reserves that we now euphemistically call communities. Statistically, though, the majority of Indigenous people are city dwellers. In fact, only a quarter of all Indigenous Australians live in remote areas.

The notion that 'real Aborigines' live 'out there somewhere' is not exclusive to teachers. Government funding has long demonstrated a similar tendency – statistics show where people live, but they also uncover the funding trail. No one would deny the disadvantage of Indigenous students who live in rural or remote communities around the nation, but we must guard against overlooking the needs of those Indigenous students who live in regional or urban locations. Poverty is poverty and disadvantage is disadvantage regardless of where one lives.

As Anne-Katrin Eckermann, Toni Dowd, Mary Martin, Lynette Nixon, Roy Gray and Ena Chong explained back in 1992 in *Binan Goonj*, '"forgetfulness" and "disregard" of Aboriginal people have been a feature of the Australian education and social, as well as legal and economic, systems for generations.' As educators, it's our responsibility to engage with that history of forgetfulness and disregard, and learn the lessons that will make us better teachers who connect with our students in ways that demonstrate we value their worlds. Doing that will help us to engage our students in the learning experience, but it can also help us to prepare them for successful futures in the two cultures they inhabit.

To do that requires teachers to engage meaningfully and regularly with individual parents and the wider school community, including Indigenous parents and communities.

It also requires recognition and acceptance that some students need to acquire knowledge and skills that enable them to achieve a balance between different areas of influence in their lives, even where those influences may appear, at times, to be opposing forces.

Of course, not all teachers have experienced the tensions that students deal with as they attempt to operate across two cultures – western and Indigenous – but most of us will have experienced different socioeconomic and geographical influences on our lives. Good teachers will always use such experiences to guide them in helping students learn.

Indigenous students, whether they live in urban, regional or remote locations, rarely receive assistance and support in developing strategies for creating a workable balance between the cultures they inhabit, despite the fact that such learning is valuable to all students in today's global environment, even those who 'look white.' ■

Professor Jeannie Herbert *holds the Chair in Indigenous Studies at Charles Sturt University, New South Wales.*

REFERENCES

Eckermann A.-K., Dowd, T., Martin, M., Nixon, L., Gray, R. & Chong, E. (1992). Binan Goonj: Bridging cultures in Aboriginal health. Armidale: UNE Press.

What next for the profession?

National professional standards

Consultation on new national professional standards for teachers closed last month. What happens next? ***SHAUN ROHRLACH*** *from the Australian Institute for Teaching and School Leadership explains.*

In March 2010, the draft *National Professional Standards for Teachers* were released for consultation by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). The development of the draft standards was managed by the National Standards Sub-group, chaired by Peter Dawkins, Secretary of the Victorian Department of Education and Early Childhood Development, under direction from MCEECDYA.

The consultation process which concluded on 21 May 2010, provided an opportunity for members of the teaching profession and the wider education community to help shape the directions of the profession and contribute to improving educational opportunities for Australian students.

What are the professional standards?

The draft *Standards* set out what teachers should know and be able to do across the domains of professional knowledge, professional practice and professional engagement at four levels: graduate, proficient, highly accomplished and lead teacher. They make explicit, for those within and outside the profession, the knowledge, skills and dispositions required of teachers at each level.

Why national professional standards?

The *National Professional Standards for Teachers* will provide a continuum of capabilities and expectations for teachers to guide ongoing professional learning and a nationally consistent basis for valid, fair and reliable identification and recognition of the teachers who meet them.

The *Standards* will also form the basis for work being undertaken in the areas of accreditation of pre-service teacher education courses, initial teacher registration, and performance appraisal and professional accreditation of teachers at higher levels of professional expertise.

Why now?

In the years since the 2003 *National Framework for Professional Standards for Teaching* was endorsed by Australia's education ministers as part of continuing efforts to define and promote quality teaching, we've seen the emergence of the national productivity agenda, new collaborative arrangements and partnerships through the Council of Australian Governments and the 2008 launch of the *Melbourne Declaration on Educational Goals for Young Australians*. It is timely to update the 2003 *Framework*.

New national standards are also an important component of reforms under the National Partnership on Improving Teacher Quality signed by all Australian governments in November 2008. Most recently, the development of the first phase of the national curriculum has sharpened community and professional interest in what is taught, and how, in the nation's schools. The most important school-based factor in improving outcomes for students is the quality of their teachers.

How are the standards being developed?

Work began in January 2009 to develop new national professional standards for teachers, with extensive work undertaken by educational specialist consultants and an expert working group, with representatives from both the government and non-government school sectors.

The draft *Standards* were developed through mapping and analysis of research, and of standards in use by teacher registration and accreditation authorities, employers and professional associations in Australia.

The consultation, conducted from March to May, invited members of the teaching profession and the general public to comment on the draft *Standards*. Consultation activities were conducted in states and territories by education authorities, employers, teacher regulators and professional associations.

As Chair of the National Standards Sub-group Peter Dawkins notes, 'The consultation process has been broad, throwing up a range of feedback – not all of which is consistent. The National Standards Sub-group values all feedback provided by members of the profession and education sector stakeholders.'

What is the role of the Australian Institute for Teaching and School Leadership?

The Australian Institute for Teaching and School Leadership (AITSL) was established in January this year to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

An early and important part of this work, says AITSL Chair Anthony Mackay, has been to support the national consultation on the draft *National Professional Standards for Teachers*.

'AITSL has supported consultation on the draft *Standards* through discussions with national professional associations and directly with teachers nominated by government, Catholic and independent school sectors from around Australia,' Mackay says.

What are the next steps?

Following the consultation period, all feedback is now being taken into account by an expert working group. It's expected that this process will lead to the further refinement of the draft *Standards* that are to be passed to AITSL for validation.

The validation process will be undertaken to assure the appropriateness and reliability of the *Standards* and will involve large numbers of teachers from across the country. In particular, the process will test whether the same outcomes are likely to be achieved with different groups of teachers across primary and secondary schools, as well as across government, Catholic and independent school settings.

AITSL will make announcements about the validation process in the near future. When? 'AITSL intends to provide a recommendation to education ministers through MCEECDYA by the end of 2010,' Mackay says. ■

Shaun Rohrlach *is Manager of Communications for the Australian Institute for Teaching and School Leadership.*

LINKS

www.aitsl.edu.au

The views expressed here do not represent the views of the Publisher or Editor, nor do they represent the views or policies of ATRA or the teacher registration and accreditation authorities that are party to it.

Stacey Th

***STEVE HOLDEN** catches up with* Totally Wild *presenter Ranger Stacey, and finds someone who's passionate about sharing her knowledge about wildlife and the environment – and totally prepared.*

You might know Stacey Thomson as Ranger Stacey, from *Totally Wild*, a television show she's been with since its premiere in 1992. Originally a ranger for the Queensland Parks and Wildlife Service, Thomson has spent the past 18 years researching, writing and presenting stories for *Totally Wild*. It's a career, she says, that's a bit like teaching.

'I take my role of sharing my knowledge about wildlife and the environment with television audiences, particularly kids, very seriously,' she says. 'If someone has the knowledge, interest and passion for something, it's pretty easy to relate to other people. Like all teachers, of course, my preparation is important, but when the need arises it's a great thing to be able to adlib too.'

So who were the best teachers Thomson had as a school student? She readily identifies three. 'Mr Carey, my Year 7 primary school teacher, and Ms Rolley and Mrs Seehaver, who were both high school teachers.' Not surprisingly, all three had several characteristics in common, not least an interest in their students, a passion for their teaching and, like Thomson, good preparation.

omson *My best teacher*

'Although for me Year 7 was a long time ago, I still have very fond memories of Mr Carey, who passed away a few years ago. He was an old-fashioned, traditional style teacher who drummed into his students the very important fundamental skills of reading, writing and arithmetic. He was a big man with a deep and sometimes booming voice. When he needed to be, he was strict, but he was also fair and had a sense of humour. Years after leaving school I ran into Mr Carey a few times and he was always genuinely interested in how my career was developing.

'Ms Rolley taught me a few subjects at high school including English and German. She had a great personality and her passion for teaching was obvious. She was cool and classy. She gave a lot of herself in the classes she taught and I think that enthusiasm made learning interesting and worthwhile.

'Mrs Seehaver was my high school art teacher. I remember her groovy clothes and creative ideas, but I also remember her gentle and calm personality, and the way she was always encouraging and gave great feedback. Behind the scenes, I think she would've spent lots of time preparing, coming up with fun things for us to do. For me, heading off to art class was always a highlight of the school week, largely due to Mrs Seehaver.'

Thomson now has two daughters in Years 2 and 5, and so far, she says, they've had wonderful teachers.

'Each of their teachers has had a different style and personality, but the outcomes have all been positive. I like teachers who are fair and approachable, who want to be there every day, to make a difference. I think it's important for all children to be able to adapt to different people. It helps set them up for the future.'

Making a difference and helping kids for the future also lies behind Thomson's keen support for charities like SIDS and Kids, the Multiple Sclerosis Society and Epilepsy Queensland.

'Basically,' she says, 'I give back as much as I can. I've made a great career from doing what I love. I've been on national television now for 23 years. Over that time I've been asked to help with many different charities, and I especially want to help kids who are having a tough time. I visit the Royal Children's Hospital, Brisbane, a few times each year. It's a fantastic feeling to brighten a sick child's day.'

Before her days as *Totally Wild*'s Ranger Stacey, Thomson was a co-host – if that's the word – with the redoubtable Agro on *Agro's Cartoon Connection*. Did she ever learn anything from the 'talking bathmat'?

'I learned to laugh a lot from Agro, and not to take life too seriously! In the world of television, he taught me to think on my feet and fly by the seat of my pants. He reinforced the importance of just being yourself. That's what I've always done and it works.'

If Thomson can learn from a bathmat – okay, okay, via puppeteer Jamie Dunn – what has she learned from the greatest teacher of all: life itself?

Plenty, Thomson says. 'Travel and adventure are the best teachers. Sometimes it's good to get out of your comfort zone and it's amazing what you learn about yourself. When I was younger I went to Europe with my family. What a great experience! That gave me the travel bug. From there I wanted more and I've travelled many times since. When I was in my early 20s I went backpacking with a friend. While in Sweden she cut her foot badly and had to have surgery. We decided to continue with our adventure but it was tough. I remember pushing her in a wheelchair around Paris. I realised I was a stronger person than I thought.

'My family has also taught me a huge amount. My parents and grandparents laid the building blocks and shaped the kind of person I am. I hope that I'm likewise shaping my daughters, and learning from them. Hopefully, I've picked up positive bits and pieces from all the good people who've touched my life, like my husband Rob. That's the education you get without realising it.' ■

Totally Wild *screens on weekday mornings on Channel 10.*

10 things I've learned about teaching

***FRANCES UNDERWOOD** has learned plenty in a lifetime of teaching and, as the wife of the Governor of Tasmania, she continues to teach, in Government House and beyond.*

1 As a touchstone for your teaching practice, formulate a clear personal understanding of what education means.
My personal understanding is that education is about both training in fundamental skills and teaching for understanding. Education is less about training children to conform to a predetermined outcome and more about nurturing compassionate, skilled, knowledgeable and inquiring young people, who are able to think for themselves, make decisions for themselves and apply their knowledge not only to finding rewarding jobs but also to finding creative solutions to local and global challenges. Education shapes the sort of people and the sort of society we will have in the future.

Education involves the delivery of challenging programs, evidence-based teaching and rigorous assessment. It involves making connections between learning areas to better understand how the world works and our place in it. Education is about the development of self value and capacity through worthwhile achievement, rewarding relationships with others, and having a set of embedded values to guide us in leading a satisfying life.

Ideally, there's a shared understanding, among the whole school community, of articulated values and learning goals that are reflected in the attitudes, attributes and behaviour of everyone in that school community.

2 Know your students as people and as learners, and let them know you value them.
Allow time to get to know each student as you would a friend, building trust but maintaining a professional distance. Build a class culture of recognising and valuing everyone's strengths so that everyone can use those strengths to help each other.

Become a learner and ask your students to help you: 'James, I really like what you've done here. Can you show me how to do it, please?' Set your teaching within the context of what you want the class and each individual to achieve, taking into account the characteristics and prior learning of each individual.

3 Set the social climate. Social and emotional skills are as important as cognitive skills in achieving success in life. Every interaction every day counts. Build trust to allow confidence to grow and so that students feel safe enough to take risks, to use mistakes as a learning tool, to exchange ideas, to work effectively in groups and to develop a critical approach to learning. Children will feel more secure if they know the parameters of their learning environment – or what to expect.

Setting the social climate is about setting the parameters that will facilitate the class operating as an inclusive, collaborative community of learners. Include values such as respect and trust when creating your collaborative culture and be very explicit about what they mean by teaching through role-play, demonstration, role modelling and such like. For instance, what does respectful behaviour look like? Demonstrate it with eye contact, morning handshake, greeting, smile, and active listening to other views. Reinforce the value by referring back to it constantly and getting students to recognise examples of respectful, or disrespectful, behaviour they come across inside or outside school.

Setting the social climate is also about creating a guided democracy in the classroom by adopting collaboratively agreed class rules. Again, the teaching must be explicit by showing how the rules guide behaviour. Use them to guide behaviour management strategies. Develop strategies for students to solve conflicts through negotiation.

It's also about developing positive relationships in the class and with each of the students. Never patronise. Model respect and expect it in return. Let your students know what your values are by your behaviour. Try to remember what it was like to be their age and tell them about it.

4 Know your content and plan thoroughly, even if sometimes you have to throw what you've planned out the window because learning has taken off in another direction! Whether your teaching strategies involve direct instruction, constructivism, or collaborative, experiential, or enquiry learning, having a wide knowledge and deep understanding of the content of the curriculum being taught and the concepts, skills and attitudes you want students to learn is essential.

There's nothing more disengaging for students than teaching directly from a textbook. This is when behaviour management problems surface. If students are engaged and interested,

Australian Copyright Council

2010 TRAINING PROGRAM

SYDNEY
24–25, 31 AUGUST & 1 SEPTEMBER
ADELAIDE
14–15 SEPTEMBER
MELBOURNE
19–20, 26–27 OCTOBER

The Australian Copyright Council is renowned for its reliable, user-friendly training, publications and advice. Our training sessions give you the latest information, delivered by experienced specialist lawyers who can explain how the law applies to real situations and practical issues.

EDUCATIONAL INSTITUTION SEMINARS INCLUDE:

» Copyright Overview
» New education technologies: copyright issues
» Using Text and Images (including internet)
» Using AV material (including podcasts)
» The "flexible dealing" provision: mastering section 200AB

HOW TO BOOK

» book online at shop.copyright.org.au/home.php?cat=255
» download an order form from www.copyright.org.au/training2010
» email us your details and order info@copyright.org.au

For more information, please refer to www.copyright.org.au/training2010

behaviour management usually falls into place. Having a well-resourced library, including technology resources, staffed by a teacher-librarian is one of the greatest assets a class teacher can have. A teacher-librarian can play a pivotal role in equipping children with the information and technological literacy skills they need to navigate knowledge with a critical eye.

5 Be a performer.

Use humour and keep your teaching lively and interesting. Use a range of teaching approaches – drama, role-play, enquiry, cooperative learning groups and such like.

Children need to experience things to understand. A great deal of the most successful and deepest learning in life is done at a rapid rate before the age of five. Most of that learning is done through play. Love is learned from playing with parents and family. Speaking a language, literacy and making music are learned by playing with and mimicking sounds. Social skills are learned from playing with others. Knowledge of the world is learned through play that involves experimentation, improvisation and making mistakes. Play involves thinking and making adjustments based on prior experience. Play builds independence. It's a wonderful model for learning through experience. Use it!

6 Use a range of assessment tools.

Performance testing is only one assessment tool and no more the sole indicator of the quality of your whole program than it is of the quality of the whole school. Like all assessment, it can indicate where improvement in teaching practice and school policy is needed, but use a variety of assessment tools to get a broader picture – your teaching practice should be based on the evidence that variety of assessment provides. Help students understand that feedback and assessment is useful for guiding their learning. It's not a competition.

7 Continuous professional development is essential.

Some of the best professional development comes from colleagues, especially if there's a climate of professional trust developed through collaborative planning, knowing what is happening in other classrooms, sharing, not only war stories, but also frank professional discussions about what works and what doesn't.

I found that by devoting staff meeting time to professional learning, all teachers, including specialists and the teacher-librarian, could be involved in developing a transdisiplinary Kinder to Year 6 program of structured enquiry, based on the International Baccalaureate model. The program was designed to complement the learning areas of the core curriculum, by exploring their interrelatedness so that students could deepen their understanding of how the world works. It was a great way to promote professional discourse and debate, and to recognise and value the talents and strengths on the staff. Keeping up with current research is essential and a good way to do that is to have a staff 'professional reading' book club.

8 If possible, make parents your partners.

You have the same job description: to make a successful adult. According to research, 50 per cent of student achievement can be attributed to the characteristics of the incoming student and 30 per cent to the teacher. I have learned from my current work in programs involving parents and children that it's invaluable to have the parent as a learner and teacher with the child and for parents to be able to understand the *how* and *why* of what we teachers do, and to be inspired and have the confidence to continue at home.

9 Be positive and authoritative with compassion, not in an authoritarian way.

Building self value in your students through the use of positive feedback and praise is very important, but students need to feel that their achievement is authentic, that they've earned it. It's a fine line. Too much praise and too little challenge builds dependence on external affirmation and constant attention. Too little praise and too much challenge builds defeat and disengagement. This applies to everyone!

10 Lastly, I have learned that a good teacher is an inspirational teacher.

Teaching *is* an art. A good teacher will engender in students a love

of learning and a passion to learn more. A good teacher gives his or her all to the teaching. It's the quality of who the teacher is and of his or her teaching and the relationship the teacher has with the individual child that is the single most important factor in effective learning and student achievement. ■

Frances Underwood *is the wife of the Governor of Tasmania, His Excellency, the Honourable Peter Underwood AC. She was head of the Friends' Junior School, Hobart, for 15 years. She is a registered teacher who is proud of her teacher registration and continues to teach. She is a trained International Baccalaureate Primary Years leader, holds a Certificate in Music and Dance Education from the Universitat Mozarteum, Salzburg, and is a member of the Australian College of Educators.*

Frances Underwood pictured at Government House, Hobart, enjoying tea and bikkies with students from Glenorchy Primary School, says her experience in education has prepared her well for what she calls the 'curious' role of 'Wife of the Governor,' a role that has no job description but many unarticulated community expectations. She and the Governor frequently host student groups and involve them in discussion and role play about democracy, party politics, the parliament and, more recently, hung parliaments.

First year out

Seven steps to surviving and thriving

Learning to teach takes time, energy and experience as you continually refine your knowledge and skills, but there's plenty you can do in the meantime to help yourself, says ***ANNA BENNETT.***

Your first years of teaching can be both exhilarating and exhausting. There will be amazing days where you know you've chosen the right career; there will also be days, however, when you feel overwhelmed by the expectations of the students, parents and your school. What you need to know is: this feeling is normal. Teaching is a craft that takes time, patience and practice.

The thing to remember when you're feeling overwhelmed is that generally the good days start to outnumber the bad; you start to experience less exhaustion and more fulfilment; and you start to see evidence that you are making a difference in the lives of your young learners.

To help get those things starting to happen, there are several steps you need to take. I call these the seven steps to surviving and thriving in your first years of teaching.

1 Get to know your students

Effective teachers know their students. This entails not only knowing them academically but socially and emotionally. According to a study by

Associate Professor Rosa Sheets, from the College of Education at Texas Tech University in the United States, 84 per cent of secondary school students said that disciplinary problems could have been avoided by better teacher-student relationships.

There are a variety of ways you can get to know your students.

From an academic point of view, you should have access to each student's portfolio or file. In a secondary setting this can be difficult, but even so, you can approach your year level coordinator and ask for the files of students they believe you should be aware of in terms of factors that could affect their learning.

In terms of getting to know your students socially and emotionally, there are a variety of strategies you can use. Here are a few:

- use yard duty as an opportunity to talk to students
- develop a class survey with questions ranging from how your students think they learn best to their favourite food
- send a questionnaire home to parents asking them what they feel you need to know about their child – but check first with your relevant colleague on the leadership team on school policies regarding this
- read past reports and talk to your students' previous teachers
- read the school bulletin – often you'll discover information about a student, say, that they're an interschool chess champion, that you wouldn't necessarily know otherwise
- volunteer to attend camps and excursions with your students, and
- find out about your students' friendship groups.

Remember, getting to know your students doesn't mean you have to try to become their friends, simply that the more you know about them, the better you'll understand how to help them learn – that's what you're there to do, and that's why you're called a teacher.

A note of caution, though: make sure you operate entirely properly and professionally, and according to your school's policies and procedures. The last thing you want is for your good intentions to be misinterpreted.

2 Plan for learning

Planning for learning may seem obvious, but you can find yourself planning busy work rather than effective learning. Too often teachers have an activity related to a topic because the kids like it. What do you want your students to learn?

When you're planning units of work, be very clear about the learning intentions, be they concept-based, knowledge-based or skill-based intentions. In turn, when planning the intended learning activities, make sure they match the learning intention or intentions.

Finally, your assessment tasks must assess only the learning intention or intentions. Your aim, as Robert Marzano explains in *What Works in Schools: Translating research into action*, is to close the gap between the intended curriculum, the implemented curriculum and the attained curriculum – the intended curriculum being the curriculum as it's designed and specified in documents, the implemented curriculum being what is actually delivered or taught by the teacher and the attained curriculum being what is actually learned by students.

3 Classroom management

As James Stronge, Pamela Tucker and Jennifer Hindman explain in *Handbook for Qualities of Effective Teachers*, 'In some ways, classroom management is like salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it.'

In your first years of teaching, classroom management is often the hardest skill to develop. You need to have clearly communicated, measurable rules for learning.

Students need to have access to a visual display of these rules at all times. In a primary classroom they might be on the wall, while for secondary students you might have a copy inside their subject book or folder.

Ideally, these rules would have been negotiated democratically with the students and expressed in desired behaviours, rather than being determined autocratically.

Reinforcing the desirable behaviour of students is far more constructive than focusing on the students who are misbehaving.

Wherever possible, when reprimanding students, avoid doing so in front of other students by, for example, choosing a time to discuss behaviour, one on one.

Rather than telling the students what they are doing wrong, pose a question, such as, 'Why do you think I need to talk to you?' This encourages the students to reflect on their own behaviour and it may give you an insight into what issues they may be facing at the time. They may, for example, be misbehaving because they are unclear about the learning task you've set.

4 It's all in the questioning

Effective questioning is vital for effective learning. Questioning is undoubtedly a skill that you develop by practising, but there are a few general strategies to remember:

- avoid asking a string of questions simultaneously
- make your questions clear, not ambiguous
- in a class discussion, ask a variety of students; avoid targeting the same students every time or asking only students you think will give the best responses
- avoid asking predictable questions, of the same type and order
- use a combination of quiz-style, factual questions and more open-ended questions that allow students to think more deeply
- allow adequate wait time for students to respond – try counting to 10 before you talk again or you rephrase the question
- when presenting students with a body of knowledge, always give them the questions you intend to ask before they read or view the information to allow them to cue in effectively to the learning you are focussing on.

Researchers Steve Dinham, Paul Ayres and Wayne Sawyer, in their investigation of the successful teaching methodologies used by teachers of the New South Wales Higher School Certificate, found that effective teachers use a blend of closed questions and open questions – using different forms of questioning depending on the stage of the lesson and whether the situation involved the whole-class, small groups or individual learning activities.

As Dinham puts it, 'Teachers tended to use closed questions when talking to the whole group and at the beginning and end of lessons to link, revise and test understanding. This also occurred at certain break points in lessons when students were moving from one activity to the next.'

5 Effective feedback

I always find it interesting when you ask a group of people to remember a time at school

when they received positive and negative feedback.

The majority of people will be able to describe in detail the negative feedback they got, when they got it and which teacher they got it from – and, yes, I know that makes it sound like a transmissible disease, because it is.

As educators, we need to remember the power of our words. With this in mind you need to make sure your feedback:

- is related to the learning intention
- is constructive
- informs individual students as to where they are in their learning, and
- avoids generalising words like 'good' and 'well done' in favour of specific words that explain what a student now knows or is able to do in relation to what they previously knew or were able to do.

6 Parents are part of the team

Too often, teachers see parents as the opposition, yet parents can be an amazing source of support; they also happen to know a lot of information about the students you're teaching. Here are some tips to working effectively with parents:

- develop a relationship with parents early on in the year
- use parent-teacher interviews as a two-way conversation, since they're as much an

opportunity for you to gain a greater understanding about their child as they are for parents to gain a greater understanding about your teaching and learning program, and their child's place in it

- where there is an issue with a student, parents want to hear about it sooner than later, and definitely not for the first time in your end-of-term or end-of-semester report, so inform them early of any issues you're concerned about, and
- involve parents in the learning process by inviting them, for example, to take reading groups, attend excursions and the like.

7 Look after yourself

Rebecca Anhorn, coordinator of the teacher education program in the Teacher Education and Human Performance Department of Minot State University in North Dakota in the US, describes teaching as a profession that eats its young.

I'm certain I'm not the only one who can relate to that comment. I remember, in my first few years of teaching, being mentally and physically exhausted. I'd often have a little nap when I got home.

The good news is that we've learnt a lot about looking after ourselves as teachers since the days when I started teaching.

We've developed more effective mentoring systems, more schools now avoid hazing – where new teachers experience poorer working conditions than their veteran colleagues – and schools are far more aware of burn out.

That means there's a good chance lots of people are looking out for you in your first year out, but there's plenty you can do to look after yourself.

- Make sure you have a critical friend that you can talk to without feeling judged.
- Take advantage of what colleagues have to offer.
- Plan with other teachers so you're not reinventing the wheel.
- Try not to mark every aspect of every piece of work – identify your major assessment tasks, and the key feedback on the learning process you'll be giving your students, and tell your students what you'll be assessing.
- Use peer and student feedback to assist with assessing students' work.
- Ask for help when you need it.
- Avoid taking mountains of work home.
- Ask for tips on writing reports, and remember this can often be a very stressful time for all teachers.
- Keep a diary, including a list of things to do.
- Allow for down time and opportunities to relax.

Teaching is a craft, and to become a master craftsperson takes time, energy and experience as you continually refine your knowledge and skills.

Always remember, though, that you're not alone on the journey to mastery. Travelling beside you are other teachers, school leaders, families and, most importantly, the young people whose own learning journey will be greatly affected by yours.

Anna Bennett *is an education consultant. For the last six years she has run many workshops and conferences for beginner teachers.*

REFERENCES

Anhorn, R. (2008). The profession that eats its young. The Delta Kappa Gamma Bulletin. Spring: 15-21, cont. 26.

Dinham, S. (2008). How to Get Your School Moving and Improving. Melbourne: ACER Press.

Marzano, R. (2003). What Works in Schools: Translating research into action. Alexandra, VA: Association for Supervision and Curriculum Development.

Patterson, M. (2005). Hazing. Teacher. 164: 16-19.

Sheets, R.H. (1994). Student Voice: Factors that cause teacher/student confrontations in a pluralistic classroom. Paper presented at the Annual Conference of the National Association of Minority Education, February 4, 1994.

Stronge, J.H. , Tucker, P.D. & Hindman, J.L. (2004). Handbook for Qualities of Effective Teachers. Alexandra, VA: Association for Supervision and Curriculum Development.

elh 10

What is now POSSIBLE?

Australia's Premier Technology and Learning Conference
Sunday 22nd August – Tuesday 24th August 2010
Lorne, Victoria, Australia

"Attendance at the annual ELH Conference and in particular the SchoolTech Stream is a valuable component in our strategic planning and thinking processes."

David Witcombe, Manager Information Communications and Technology, Geelong Grammar School, Victoria.

For Principals, Assistant Principals, Heads of Curriculum, Teachers and Professional Development Coordinators, ELH 2010 is the premier professional development conference allowing attendees to explore what is possible, now that 1-to-1 technology-rich learning has become mainstream.

Australia's Premier Technology and Learning Conference

Date: Sunday 22nd August – Tuesday 24th August 2010

Venue: Mantra Erskine Beach Resort, Lorne, Victoria

Ewan McIntosh (UK)
NoTosh Limited

Ewan is one of Europe's foremost experts in digital media with a focus on developing skills for education.

His understanding and application of the latest web, mobile and games technology continues to influence policy and practice in the world of education.

Dan Buckley (UK)
Cambridge Education

Dan is the Director of Research and Development at Cambridge Education. Dan has developed the 'Personalisation by Pieces' framework bringing together teacher research, learner empowerment and progression in 21st Century skills through a network of international peer assessment.

Nathan Bailey (AUS)
Monash University

Nathan oversees a range of innovative education projects as the Associate Director of Monash University's eEducation Centre.

Nathan currently leads change programs in learning spaces, educational technology and collaborative education.

Visit **www.computelec.com.au/elh2010/request** to request a conference brochure

Brought to you by

Platinum Sponsor

TOSHIBA
Leading Innovation >>>

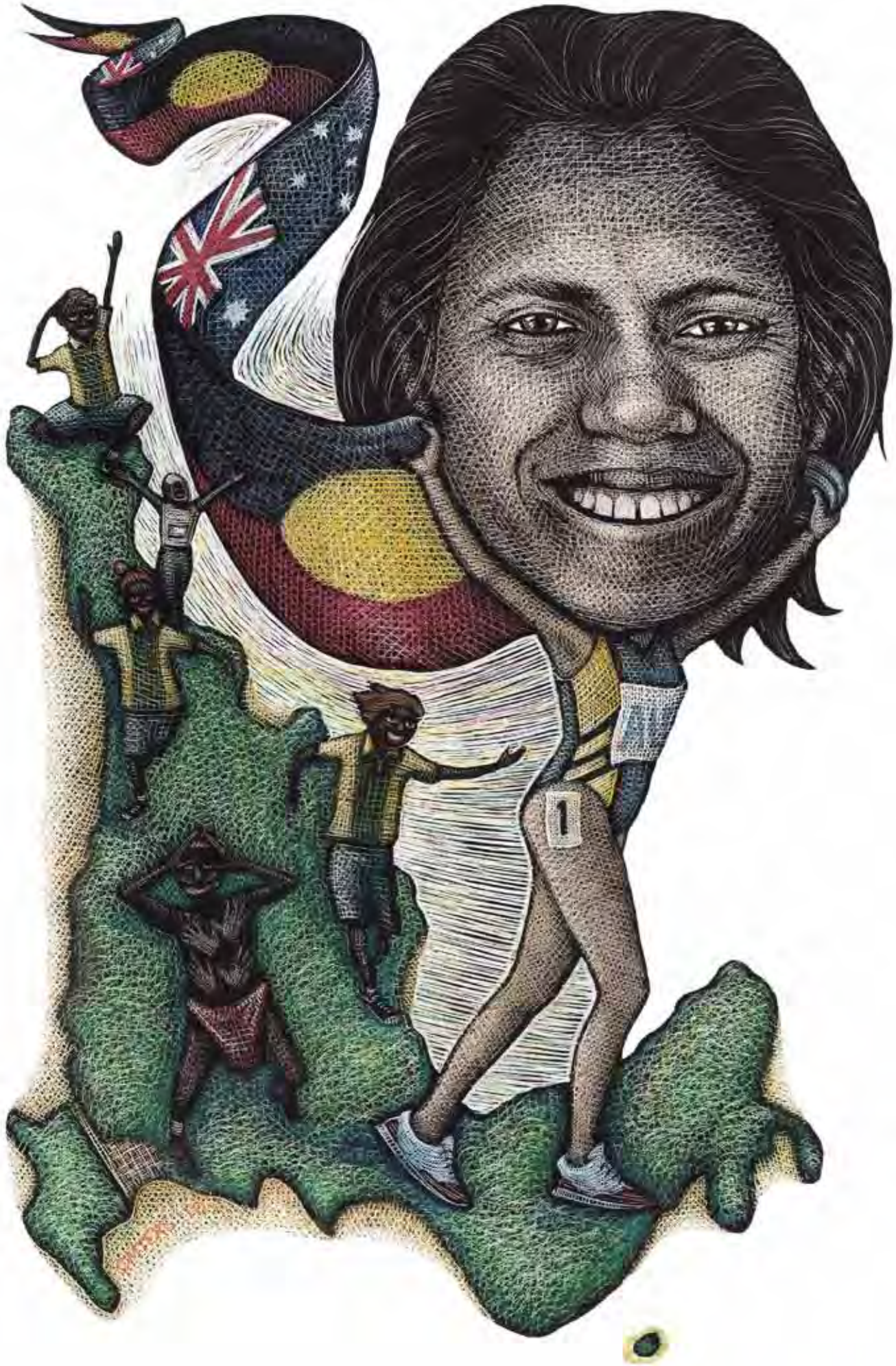
Gold Sponsors

hp

ProCurve Networking
HP Innovation

Expanding Learning Horizons

Computelec
Tailored IT Solutions for Education



20 questions*
with Catherine Freeman

***DAVID RISH** interviewed Catherine Freeman, a woman who couldn't leave well enough alone after winning an Olympic gold medal in Sydney in 2000, and discovered a champion of hope who's committed to helping Indigenous schools and communities.*

Do you prefer Catherine or Cathy?

I prefer Catherine although of course I'm used to Cathy.

What did your family call you?

My older brother still calls me by one of my middle names which is Astrid, and my mum still calls me Catherine or Catherina.

The piece of music you as a 14-year old played over and over again?

I used to listen to the latest hits of the day such as songs by Cyndi Lauper, or Michael Jackson and Culture Club. As a teenager I enjoyed pop and dance music very much. So, whatever was in the top 10, I would listen to often.

Did you have posters on your wall?

I remember having a Michael Jackson poster on my wall, but posters were not a big feature of my bedroom.

Which musician or songwriter would you most like to write a song about you, and what line would you most like to hear about yourself?

In terms of a songwriter to write a song about me – the first names that come to me are Elton John or Andy White. We all know who Elton John is and Andy White already has written a song about me call 'Cos I'm Free.' I guess I'd back Andy before Elton! Within this song about me, I'd probably include the line 'All I want is a glass of water!'

What might you write a song about?

I would love to write a song about my pet cat Billy. A line from the song may be: 'I walk through my front door and he's always there to greet me.'

*By the way, do you sing as well as your auntie?***

Ha – no I don't, although I wish I could.

The players of the Barcelona Football Club proudly wear a UNICEF logo on their shirts instead of commercial advertising. Which sporting team would you most love to see wearing the Catherine Freeman Foundation logo?

This is a question I've never been asked before. In the Australian Football League I support Carlton, and in the National Rugby League I support Manly Waringah. So I'd have to say Carlton or Manly Waringah.

What thing most scares you?

I'm sure I experience ranidaphobia, meaning that I have a fear of frogs.

Do you recall a childhood nightmare?

I had my first ever nightmare as a 37-year old. I didn't have nightmares as a child at all.

What qualities drew you to your best childhood friend, and are you still friends?

I attended 10 different schools so I didn't have a best childhood friend; however, those whom I share a similar sense of humour with often bring about a healthy friendship.

Who did you tell the first time you fell in love?

Myself!

Did you fight with your siblings?

No. I've always had an incredibly strong, loving and fun relationship with my siblings. Mind you, we were separated as I went to boarding school from the age of 15 so in essence I left home

THE WAY I WAS AT THE START LINE AT THE SYDNEY 2000 OLYMPICS WAS FOCUSED TO THE POINT WHERE I DIDN'T EVEN HEAR THE CROWD OF 119,000 PEOPLE SURROUNDING ME.

as a teenager and then moved interstate.

How did having a sibling who wasn't capable of running and doing the things you could do affect you? Put otherwise, what can we learn from being with disabled people, in schools and in life generally?

My late sister Anne-Marie, who had severe cerebral palsy, taught me to see the light in everybody's eyes regardless of our differences. She showed me that the language of love transcends the physical and can be felt if you love in the first place. Anne-Marie helped me realise many things, including making the best of what I have and of my life. Once she'd passed away, I knew that she was always going to be a big part of my life.

Who has been your most inspiring teacher?

My mother definitely springs to mind immediately. She is gracious and accepting, funny, loving and most of all compassionate. Her morals and values have taught me to be centred and anchored. My mother is brilliant. She has a sharp mind, a particularly good sense of people, is compassionate, funny and beautiful.

Did you ever run away from her in the supermarket?

I can't recall a time that I did, probably because I was ensuring that my two younger brothers behaved themselves, which was a pretty tough job to do. I'm sure I would've run away from my mother in the supermarket at some point as a toddler though.

Were you proud of your school reports?

Absolutely not, because I didn't at all apply myself or understand the importance of a solid education.

Your ambition at 14?

To be the world's greatest athlete.

Was there a piece of clothing from your childhood that really meant something to you?

An oversized jumper, with an odd pattern of red roses all over it. I used to wear it proudly as a teenager and it reminds me of my times with my late Nanna – my maternal grandmother – and my late sister.

Have you got a special thinking spot, walk or place?

I certainly do and it's by Port Phillip Bay here in Victoria. I also find the ocean with its shores and trails so soothing.

If you had children would you give them an outback education?

Absolutely, as the outback is very much a part of who we are as a nation and not just our cities and semi-urban regions. To be truly representational of Australia's true identity, we need to take into consideration the outback. The bush with its harshness and isolation is an asset to us all and we should celebrate this wonderful feature and our people who are a part of it.

Which book previously read would you most like to cuddle up

with to read again in bed in the morning?

Eat, Pray, Love, by Elizabeth Gilbert.

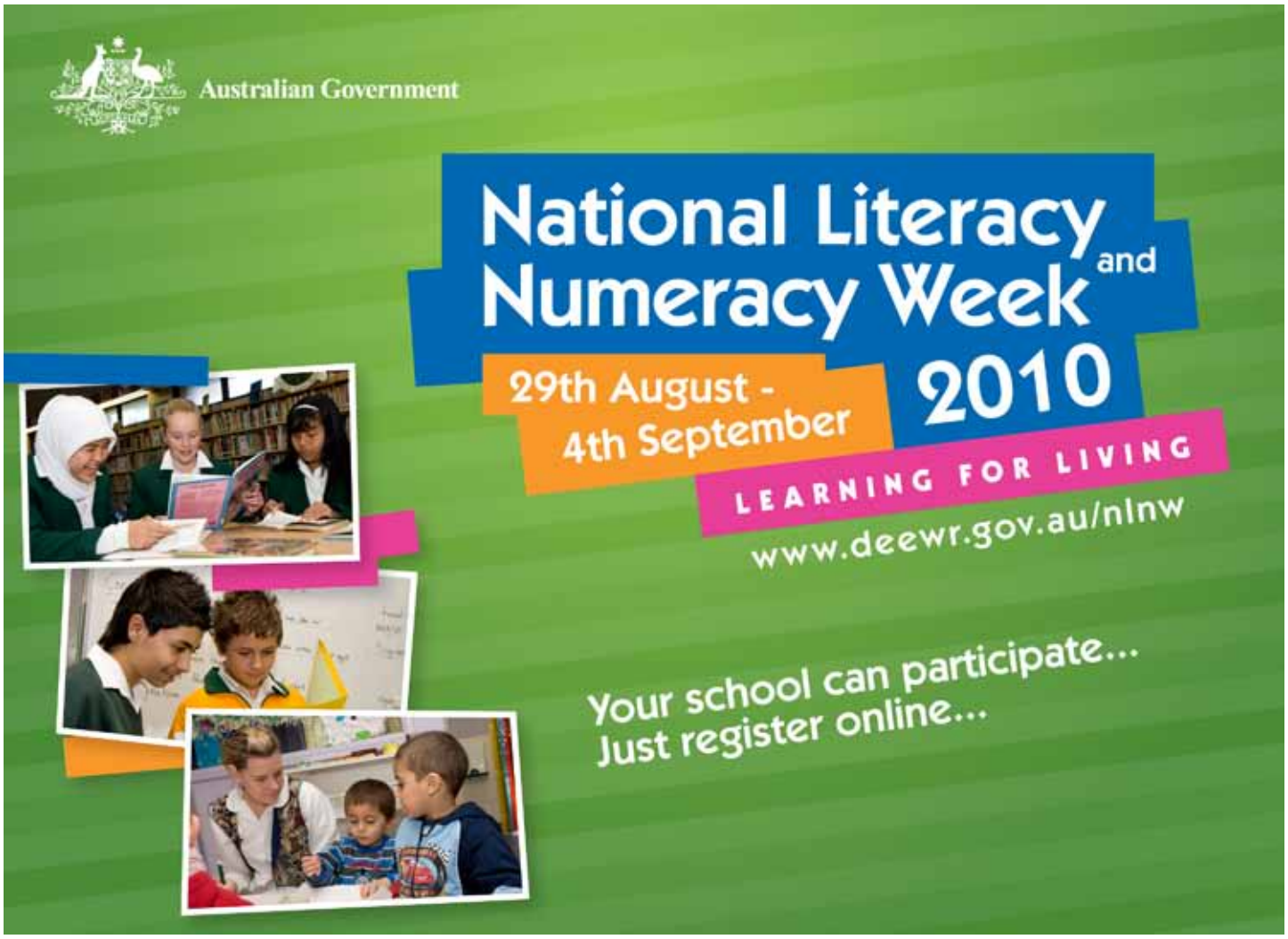
Did your mum read to you?

My mother didn't due to her work commitments and her role as a single parent.

Can you recall the feeling of standing at the starting line of your first ever race, and has anything equalled it since? I'm thinking of the starting line of that famous Olympics final of the 400 metres in Sydney 2000.

I was five years of age when I ran a 60 metre race at my primary school in my birthplace of Mackay in Queensland and it was the first race I'd ever won. All I cared about after winning was my sore eye as I had run into a fence on the way to the start of my race; however, winning races following this time became far more pleasurable and fulfilling beyond my wildest imagination. In short, though, nothing has equalled the first race I'd ever won. The way I was at the start line at the Sydney 2000 Olympics was focused to the point where I didn't even hear the crowd of 119,000 people surrounding me.

There's a story about Lawrence Olivier cursing after delivering a perfect performance. When someone asked why he was unhappy, he replied it was because he didn't know how he'd



OUR NON-TRUANCY PROGRAM GIVES PALM ISLAND CHILDREN AN INCENTIVE TO ATTEND SCHOOL BY USING BIKES. IT'S ACHIEVED SUCCESS WITH AN IMPROVEMENT IN SCHOOL ATTENDANCE.

done it. Does that ever happen with a race?

I don't think I'll ever claim a perfect performance and if I ever did, then my life would instantly become incredibly uninteresting.

If you'd got silver instead of gold in the Sydney Olympics, how would your life have been different?

I probably wouldn't have retired. I would've resumed my running career until I'd won my Olympic gold medal, that is, training for the 2004 Athens Olympic Games or the 2008 Beijing Olympic Games.

If you had time, and inclination, what university subject would you most like to study?

This is a really difficult question for me as I've thought often about being an interior designer as well as a ballerina. Go figure? Primary school teaching also appeals to me.

Describe your ideal garden.

Scented, brightly coloured and easily maintained.

If you could jump in Doctor Who's Tardis, where in time would you like to go?

I would be there when Captain Cook first landed in Australia.

Would you like to go into space one day?

I hesitantly say yes.

Do you have any political ambitions? I'd vote for you, although I'm not sure wishing someone into politics is altogether a kind thing.

Why thank you for your vote of confidence. No, I don't have any political ambitions, except of course, to see the Catherine Freeman Foundation in collaboration with government at all levels in Australia.

At the end of your episode of 'Who Do You Think You Are?' you say that, understanding your ancestors and the difficulties they'd overcome, you thought that perhaps you'd underestimated your potential and that you hadn't really tested yourself. Is setting up the Catherine Freeman Foundation that test?

Absolutely. Aspiring and trying to win an Olympic gold medal in athletics at an Olympic Games was a walk in the park compared to my passion for the Catherine Freeman Foundation and our partnership with the community of Palm Island north-west of Townsville in Queensland. There are so many opportunities for me to take advantage of and I continue to honour my ancestors and their journey everyday in my actions.

Was there a particular moment when you decided that you'd set up the Catherine Freeman Foundation?

It was during 2006 and I'd just left my management group. I'd just starting seeing my future husband, although I didn't realise it at the time, and I was in a space where all I had to do was just follow my heart to where it was

in the world that I belonged. I had always had a very strong sense of belonging to all Indigenous communities around Australia and I didn't really want to go the hardline business or corporate route. Helping others by using my profile was a natural choice for me. My manager, Jane Cowmeadow, was fabulous and supported me with my hopes for the community that my mother was born into 71 years ago, which led to the inception of the Catherine Freeman Foundation.

Tell us about your first project on Palm Island.

It's my mother's birth place as well as Australia's fourth most disadvantaged community. It has 90 per cent unemployment due to the lack of infrastructure and opportunity; 80 per cent of the children have permanent mild to moderate hearing damage, making it a challenge for them to learn and read; less then 10 per cent of Year 7 students on Palm Island meet minimum National Assessment Program – Literacy and Numeracy or NAPLAN standards for reading and writing; and only 350 housing structures exist for more than 3,500 residents of the island, resulting in overcrowded living conditions. Our non-truancy program gives Palm Island children an incentive to attend school by using bikes. It's achieved success with an improvement in school attendance.

Will there be an ongoing commitment to the Palm Island project or will there be a point when the Catherine Freeman Foundation can pull out and put its resources elsewhere?

I want the Catherine Freeman Foundation to demonstrate an ongoing commitment to Palm Island, but I'm sure a point will come when we will partner with other Indigenous communities as well. I guess I'd like the Catherine Freeman Foundation to be as effective and efficient as our potential allows and this means building and maintaining strong relationships with governments and other partners in the private and corporate sectors.

How do you see the Catherine Freeman Foundation growing in the future and how can students and schools help promote and support its work?

I've had many a discussion about the long-term goals of the Catherine Freeman Foundation; however, my focus is on what challenges we are up against today. I'd love for my foundation to be still achieving results long after I'm gone.

We are having our first major flagship annual fundraising event in October from Monday the 18th to Friday the 22nd, called the Champion of Hope Fun Run. We're asking schools to host a fun run event at their own school in order to raise funds for the children of Palm Island. To get involved, schools can go to our website and register. We would love as many schools as possible to be part of this exciting event. We're hoping to raise at least $400,000 to keep our educational and wellbeing programs going for the community of Palm Island.

Finally, what's the thing you would have liked me to have asked?

What's the most important thing to me? Probably my sense of humour!

What's something that's really made you laugh recently?

Now this is a hard answer to give because I've a few funny moments to pick from. I've a couple of friends with whom I always share a fantastic hearty laugh. Together we often recollect a very funny moment that, unfortunately, is usually at my husband's expense. It's gotten to the point now that whenever my friends and I go back to that moment, we always find ourselves laughing hysterically, but now my husband realises that being at the centre of a very funny situation ain't such a bad thing after all.

Thank you, Catherine Freeman.

David Rish *is an award-winning writer for children and a regular contributor to* Inside Teaching.

LINKS
To support the work of the Catherine Freeman Foundation, visit www.catherinefreemanfoundation.com

** Okay, okay, if you counted the questions you'd know there are more than 20.*

*** See Catherine's episode of the SBS series 'Who Do You Think You Are?'*

Image by Gregory Myers.

'HANGING IN WITH KIDS' IN TOUGH TIMES

Engagement in contexts of educational disadvantage in the relational school

There's no secret recipe for improving school participation and success for young adolescents, but recent Australian research shows it can be done, when teachers, parents, education administrators and community leaders get together to provide more inclusive and socially just schooling practices. ***JOHN SMYTH, BARRY DOWN*** *and* ***PETER McINERNEY*** *share some key ideas from their new book.*

Young people of school age in affluent western countries, particularly those from non-traditional, adverse and challenging backgrounds, are disengaging, tuning out, and switching off schooling at alarming and unprecedented rates.

Official statistics show that between 30 and 40 per cent of young people are making the active choice not to complete high school or secondary education, with figures dramatically higher in some local settings. This is testimony to the fact that there is something seriously awry.

The most common explanations tend to be individual and largely pathologising –the irrelevance of school, uninspiring pedagogy, difficulties with peers, problems around identity formation, and conflicts with school cultures and policies. We argue that these are diminished and partial explanations that in the end constitute a victim-blaming approach.

The victim-blaming explanation is also frequently given traction by an unsympathetic media that delights in talking up at whatever opportunity a moral panic about young people.

This issue is not only a problem for the young people themselves, in terms of diminished lives and futures foreclosed, but also in terms of the social and economic fabric of democratic societies that can ill-afford such loss and suffering.

The policy response of governments, with the few exceptions of Scandinavian countries, have largely missed the point and have been inappropriate – muscular, managerialist, punitive and largely non-inclusive of the people who are most affected, namely, marginalised young people from backgrounds that have in many instances been blighted due to the effects of de-industrialisation and globalisation.

Against this kind of contextual background, our book *'Hanging in with kids' in Tough Times*, is radically suited to the times.

It starts from a very different place to most analyses and policy responses to this issue. It examines young people's disengagement from schooling from the viewpoint of the lives, experiences, interests, aspirations and communities from which young people come, and within which they are embedded.

The way we do this in the book is through the use of narratives and portraits – a representational approach we have used extensively in our research for more than two decades as a way of providing detailed insights into the lives and wider contexts of our research informants.

In this book, we do not shy away from having a perspective, nor are we at all reluctant to get up close to young lives that have been deeply scarred as a consequence of the disjuncture between the middle class institution of schooling, the way in which it has been severely compromised by the politics of greed and the rapaciousness of advanced capitalism, and the increasingly tenuous lives of people forced to the margins.

The overwhelming emphasis in this book is upon naming the impediments of poverty and class, bringing into central focus the essence of schools' relational power around issues of pedagogy, having an expansive boundary-crossing mindset around school-community engagement, and bringing all of these into concerted conversation with a meaningful and engaging curriculum that considers youth and popular culture within a socially critical view of vocational and work education that is up to the task of bringing about transformational change.

'Hanging in with kids' in Tough Times constructs an architecture from within which to formulate public policy and the practices that flow from it, in educational contexts of socioeconomic disadvantage. The book endorses a set of conditions for 'good policy' around: affirming local agency; developing socially just approaches to schooling; place-based and community-embedded forms of learning; literacies that are critical and culturally attentive; and, above all, authentic forms of assessment that are appreciative of educational performance and progress.

We believe the issues associated with young people from the most adverse backgrounds 'hanging in' with school will remain on the international radar for quite some time. Given the

speed with which the tectonic plates of capitalism are moving unpredictably at the moment, and with no signs of that abating any time soon, economic and social disadvantage in affluent countries can only be expected to substantially worsen before it shows any signs of improving.

In all likelihood, more and more young people in schools will come from challenging backgrounds, and schools, communities and the public policy process will need to be much more significantly attuned along the empirical, discursive and activist lines discussed in this book.

Schools operating most effectively in the most disadvantaging contexts are fundamentally committed to issues that suture together 'relational power.' That is to say, they regard structures, governance, resourcing issues, organisation, management and leadership as being important, but only to the extent that they contribute to the valued social end of improving the life chances of the least advantaged.

The fundamental point, totally absent from the neo-liberal human capital view of schooling, is that relationships are of paramount importance – between young people and adults, between schools and communities, among young people themselves, and most importantly, in the connectedness to the big ideas that define their lives and the wider world they live in. When these relationships are missing, damaged, or never established, young lives suffer dramatically as a consequence.

This is, then, a book that highlights some big themes:

- the importance of investing in relational power
- the crucial need for student and community voice
- engaging with 'poverty of opportunity' in disadvantaged schools, and
- conceiving of schools as places committed to being critically reflective of themselves and the wider society of which they are a part.

We've called the book *'Hanging in with kids' in Tough Times* because: (a) of the crucial need for imaginative ways in which to re-engage (or re-enchant?) disengaged young people with learning despite the difficulties, impediments and obstacles; (b) this kind of language reflects the street level vernacular that young people themselves, along with their teachers, often use to cut though complex issues to get to the nub of the matter; and (c) it conveys, albeit in coded form, something about the importance of the harsh contextual conditions that operate to shape lives, and in turn speak back to those conditions.

The kind of research questions animating us, and that have drawn us into this area in the first place, are questions like:

- How are young people that are deemed to be disengaged envisaged by the policy process?
- Who forms these views, how have such views come to be, and what is holding them in place?
- Whose interests are advanced by continuing to present the prevailing view of educational disengagement, and whose are excluded?
- Are the policy responses to educational disengagement ones that foreground the lives and interests of young people themselves, or is there some other agenda at work?
- What might an approach look like that attempts to listen deeply, seeks to be inclusive, and that responds appropriately to what is going on?
- What is the basis for a more courageous approach to educational engagement that stands up to and contests dominant perspectives?

Empirical research informing this book involved a cluster of four senior secondary schools in a regional part of Australia. With student numbers ranging from 800 to 1,000, the four government schools offered a comprehensive curriculum for students in Years 8 to 12. Notwithstanding the prosperity generated by manufacturing, mining and tourism, the region was characterised by high levels of unemployment and welfare dependency. With the cooperation of regional education authorities and the municipal council, we set

out to have a dialogue with schools about the conditions that promote school retention and student engagement in a context of educational disadvantage.

We spent two weeks in each school and conducted 71 formal interviews (individual and group) varying in length from 30 to 90 minutes and amounting to 50 hours overall. Those interviewed included a regional director of education, four principals, seven deputy or assistant principals, 16 managers or heads of departments, 22 teachers, a school psychologist, five parents, 15 students, and an industry manager. The research also involved tours of the schools and community projects, informal conversations with staff, and 12 hours of participant observation of classroom teaching, staff, faculty and leadership team meetings, school assemblies and a parent information evening.

Field notes and transcripts were supplemented with a photographic record of our time in the schools and information obtained from school newsletters, curriculum documents and school plans.

Making inroads into protracted issues of under-participation in education for the most marginalised involves developing a unique set of relationships not only with young people but also with the communities they come from. The chapters scaffold this theme as follows.

MEANINGFUL LEARNING IS ONLY POSSIBLE WITH THE ACTIVE CONSENT AND SUPPORT OF PARENTS, STUDENTS AND THE MANY DIVERSE GROUPS THAT MAKE UP THE SCHOOL AND LOCAL COMMUNITY.

Poverty, education and class

It is rather unfashionable in some quarters to talk about poverty in affluent western countries. We are all supposed to have shared in the benefits of the 'trickle down' effects of neo-liberal policies of globalisation, deregulation and free trade. Sadly, this theory has not delivered for sizeable groups within our societies. In many cases what we have are very unequal societies in which educational disadvantage remains a blight on our social and economic landscape.

Our chapter on poverty, education and class takes a critical look at contemporary understandings of poverty, class and inequality and considers how educational policy and practice needs to be re-aligned in schools and education systems to ensure a more inclusive and equitable education for all students, not just the privileged few. In particular, it looks at the manifest inadequacies of the currently popular 'culture of poverty' view.

Relationships, power and pedagogy

Whether or not young people in the most difficult circumstances 'hang in' with school, depends greatly on the quality of their relationships with their peers, adult educators, and the ideas they are required to relate to.

Our chapter on relationships, power and pedagogy highlights the ways in which teachers and schools can enhance the educational engagement of the most marginalised and disenfranchised young people by placing relationships and issues of power at the centre of the curriculum, and by negotiating learning in ways that are relevant, valuable and respectful of young lives and the circumstances in which they are lived.

Doing community voice

Schools are social organisations that are embedded in communities. Meaningful learning is only possible with the active consent and support of parents, students and the many diverse groups that make up the school and local community.

Our chapter on community voice explores the ways in which robust forms of school/community engagement can strengthen social bonds and contribute to improved educational engagement of young people 'put at a disadvantage.' Special significance is attached to place-based learning, civic education and the ways in which schools can work with the community and for the good of the community.

Doing identity formation

Young people today are absorbed in a world of television, music, video games, comic books, the internet and other aspects of popular culture – all of which can be a rich source of ideas for a pedagogy that connects directly to young peoples' lives.

Our chapter on identity formation outlines the ways in which enterprising and creative teachers incorporate aspects of youth and popular culture into

their lessons both as a means of engaging students and a way of developing a critical awareness of the impact of mass media and consumer culture on their lives.

Doing socially critical work

Vocational education is sometimes presented as a panacea for improving student engagement. However, an overemphasis on vocational education and training can lead to a narrowing of the curriculum and a highly stratified education system that can work against the interests of the most marginalised students. How can schools integrate academic, vocational and experiential learning in a way that maintains student pathways and high levels of engagement?

Our chapter on socially critical work explores the possibilities and tensions associated with studies that are about vocational education and training, and examines how schools might develop a more critical approach to workplace learning.

Doing policy differently

The crucial question for public policy is: how can schools engage in productive ways with external education policies, while sustaining their own knowledge of what really works for students in their own community?

Our chapter on the public policy context of schooling looks at the global, national and local factors that impact on teachers' work and schooling. It explores some of the opportunities and constraints at the interface between policy and practice, and describes how teachers have been able to develop authentic school-based responses to issues of student engagement in disadvantaged communities.

A profile of conditions supporting student engagement in contexts of disadvantage

Tackling complex matters of the kind raised in our book requires significant levels of dialogue between teachers, students, parents, communities and government. Our final chapter attempts to bring together – tentatively and heuristically – a schema of emergent ideas, not as another 'how to do list,' but as catalyst for further critique, conversation and investigation. *'Hanging in with kids'* reaches deeply into the matters outlined above though an empirical study and theoretical analysis in an Australian context, while presenting it in a way that is illustrative and exemplary of the wider international nature of the issues.

Throughout, we make it clear as researchers and authors that we do not hold a 'disinterested' position on the question of educational disadvantage and school reform. We share the dismay expressed by many parents, educators and community leaders about the residualisation of public schooling in advanced western democracies, the under-funding of higher education and the enormous barriers to school success confronting students from economically disadvantaged backgrounds. We hold to the view that education is a public good and not merely an individual entitlement, and that schools should be guided by higher principles other than the preservation of the status quo. To this end, education should not simply act as a servant to the economy but should assist young people to make sense of their lives and identities, and contribute to the creation of fairer and more socially just societies.

'Hanging in with kids' in Tough Times: Engagement in contexts of educational disadvantage in the relational school *by John Smyth, Barry Down and Peter McInerney is published by Peter Lang, New York. The research reported here was supported by the Australian Research Council and the Western Australian Department of Education.*

John Smyth *is Research Professor of Education and Research Theme Leader Addressing Disadvantage and Inequality in Education and Health in the School of Education at the University of Ballarat. He won the 2010 American Educational Research Association Annual Awards Relating Research to Practice Award.* Barry Down *holds the City of Rockingham Chair of Education at Murdoch University.* Peter McInerney *is a Research Associate at the University of Ballarat.*

Image from the cover of 'Hanging in with kids' in Tough Times *by Tiffany Clitheroe, Safety Bay Senior Secondary High School, Western Australia.*

News

BER audit

A Commonwealth audit of the Building the Education Revolution program gets a qualified thumbs up.
***STEVE HOLDEN** reports.*

'Overall, there are some positive early indicators that the program is making progress toward achieving its intended outcomes, despite the slower than expected implementation.' That's the conclusion by the Commonwealth Auditor General (AG), Ian McPhee, who released his audit of the Building the Education Revolution – Primary Schools for the 21st Century (BER P21) program in May.

Deputy Prime Minister and Commonwealth Minister for Education Julia Gillard welcomed the AG's findings, but Shadow Commonwealth Minister for Education Christopher Pyne questioned why the audit examined the administration and reporting processes of the program, but not the question of value for money. 'There is a clear need to investigate how much money has been lost due to the reported inefficiencies, cost overruns, payment of secret fees, preferential treatment and misallocation of resources,' he said.

The AG side-stepped the question of value for money, noting that, 'Under BER P21, education authorities are responsible for service delivery, which includes responsibility for achieving value for money,' but did note that 'concerns about value for money predominately arise in the case of schools that have had the design and construction of BER P21 works procured by their education authority, rather than those who procured these services themselves.

'In many cases,' he observed, 'concerns from principals and community members about value for money relate to a misunderstanding of the building standards education authorities are expected to adhere to in building education infrastructure.'

The Deputy PM in April said a new implementation taskforce led by Brad Orgill, the former chairman and chief executive officer of UBS Investment Bank Australasia, would examine instances where schools raised questions about value for money.

Value for money aside, the AG found that the increase in program costs from $14.7 billion to $16.2 billion 'arose from most schools having sought the maximum payments available.

'It did not flow from any deficiencies identified in the procurement processes or other activities of education authorities in delivering the program, nor was it the result of more schools seeking to participate than had originally been forecast,' the AG found.

'Ministers comprising the Strategic Priorities and Budget Committee of Cabinet (SPBC)... were aware from the outset that the BER P21 funding envelope represented only 90 per cent of possible expenditure; and it was therefore evident and transparent to SPBC ministers that, depending on the response of schools, a budget estimates variation' – like $1.5 billion – 'may be required,' he found.

Here's how the Deputy PM explained her understanding that a budget estimates variation was required last August: 'When we budgeted for this plan, we budgeted on the basis that 90 per cent of primary schools would take up our offer to source funding to support jobs in their local community and to be building new school facilities. As it's turned out, so many primary schools want to be involved in this highly successful program that almost 100 per cent of primary schools have taken the opportunity.'

Sorting out the additional $1.5 billion in funding, by the way, delayed the commencement dates for Round 3 funding. The good news, as the AG reported, was that 78 per cent of BER P21 projects met commencement targets. The bad news was that, 'Of the 10,700 approved BER P21 projects, 1,995 projects (18.6 per cent) met the construction commencement milestones originally agreed by governments for each funding round.'

According to the AG's report, the program-specific rules and delivery requirements of the

Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) are out of step with recent reforms to the delivery of inter-governmental programs to reduce prescriptive rules on how services are delivered.

'Delays resulted from some of the approaches adopted for the establishment of the program,' the AG found. 'While designed to give effect to the objective of the stimulus package, the approach adopted by (DEEWR) has reduced the capacity of school systems to take account of system priorities and the differing needs of schools in their systems. Additionally, some of the administrative arrangements put in place by the department were unduly complicated and time-consuming for education authorities.'

Two months into his stint as the head of the Building the Education Revolution implementation taskforce, Orgill told Sydney radio 2GB's Ray Hadley in June, 'Clearly, the more rigid, the more centralised, the less flexibility and the more distance there is between decision-makers and the educational outcome, the more problems.

'Smaller projects have more complaints, it seems to me, because there's a fixed cost in the rollout, which is really not related to the size of the (project),' he said.

Orgill's interim report is due to be completed in August.

High-stakes testing

***STEVE HOLDEN** reports on allegations of tampering by supervising teachers during May's NAPLAN testing.*

A South Australian teacher was allegedly caught making changes to Year 7 National Assessment Program – Literacy and Numeracy (NAPLAN) test answers. The Adelaide *Advertiser*'s Candice Keller and Lauren Novak named the teacher and the school at which the alleged incident occurred. According to Keller and Novak, students claimed the teacher advised them to erase answers during the test that 'weren't neat enough.'

In a prepared statement, SA's Education Minister Jay Weatherill referred to an initial investigation, but also a full and continuing investigation by the SA Education Department. In his prepared statement, Weatherill advised that, 'The teacher admitted the behaviour and has been removed from duty and will be subject to a disciplinary process.' He described the alleged incident to the *Advertiser* as a 'gross breach of professionalism.' He also confirmed that two other teachers were also being investigated at two other schools, one for allegedly providing improper assistance to students, the other for allegedly giving advance notice of a test topic, but did not name the teachers. The SA Education Department is also investigating those allegations.

The *Courier Mail*'s Tanya Chilcott reported an allegation that posters displaying basic mathematics information were on classroom walls during the numeracy exams at a Gold Coast state high school. Education Queensland is investigating. According to *ABC News*, it's also investigating a principal in another school for allegedly giving advance notice of a test topic.

ABC News also reported an allegation that Year 9 students at a Brisbane high school were allowed to take an unsupervised lunch break in the middle of a test.

The Western Australian Education Department is investigating two allegations of cheating.

NAPLAN testing went ahead after the Australian Education Union (AEU) lifted its ban when Deputy Prime Minister and Commonwealth Minister for Education Julia Gillard invited representatives of the AEU and the Independent Education Union of Australia as well as other educational experts to form a working party to provide advice on the use of the test data on the My School website.

Speaking to the *Advertiser*, the president of the SA branch of the AEU Correna Haythorpe said NAPLAN 'has become a very, very high-stakes test, not just the diagnostic tool it was designed to be.'

On my

***GLENN FINGER** explains what he's reading right now about the effective, creative and innovative inclusion of technologies in teaching and learning.*

My role as Deputy Dean in Learning and Teaching at Griffith University excites me most when I interact with my students – tomorrow's teachers – especially in the courses which I teach where students use digital technologies. The excitement for me is when we conceptualise and 'live' our individual and connected digital pedagogies.

Predictably, on my bookshelves are numerous books on teacher education and information and communication technology (ICT), including a well-worn copy of Seymour Papert's *Mindstorms: Children, computers, and powerful ideas*, published in 1980. As Papert tells the story, as a child he 'fell in love with gears,' which he says did more for his learning of mathematics than his entire primary school years. It's a story that resonates with my own early experiences of learning, and Papert's three messages continue to influence my thinking. First, he points out, no one told him he had to learn about differential gears. Second, he remembers that 'there was feeling, and love as well as understanding in my relationship with gears.' Third, this was when he was only two. Instructively, and relevant to our current agendas, Papert points out that any attempt to 'measure' the effects of his encounter with gears through 'a "pre- and post-" test at age two would have missed them.'

Also on my shelf is a copy of Don Tapscott's early work in 1998, *Growing Up Digital: The rise of the Net Generation*, a book that shows, through student voice, that the young people of the Net Generation are a highly motivated, socially conscious group, willing and able to change society for the better.

It's now 30 years since Papert's *Mindstorms*, and 12 years since Tapscott's *Growing Up Digital*, so it was with interest that I read *Born Digital*, by John Palfrey and Urs Gasser. A key message in their book is that we need to understand that the 'digital natives' have the power to solve the problems we face.

We know that excellence occurs when passion, commitment and initiative are encouraged in respectful, relational cultures within classrooms, schools and communities. We know that the most significant changes to education have occurred when educators and their students dream possible futures, and have the agency to create those futures. The sub-text of the standards agenda in education, though, is a distrust by governments of the quality of teacher education, teachers, schools and students.

shelf

On one side of my desk right now is Don Tapscott's latest work, *Grownup Digital: How the Net Generation is changing your world*. On the other side is the *Handbook of Technological Pedagogical Content Knowledge* (TPCK, but these days referred to as TPACK), from the Committee on Innovation and Technology of the American Association of Colleges for Teacher Education.

Tapscott's latest work is compelling reading for educators, and is well organised in three sections: 'Meet the Net Gen,' 'Transforming institutions' and 'Transforming society.' One chapter in 'Transforming institutions' that directly relates to education, 'The Net Generation as learners: Rethinking education,' examines the way many schools and curriculum continue to be designed for the Industrial Age. Tapscott tells a story about delivering a speech to a group of university presidents about how universities need to change. One president indicates that funds are the main problem. Another explains that their models of learning built decades ago are hard to change. Another says that the biggest problem is that the average age of staff is 57. Yet another exclaims, 'We've got a bunch of professors reading from handwritten notes, writing on blackboards, and the students are writing down what they say. This is a pre-Gutenberg model – the printing press is not even an important part of the learning paradigm.'

Net Gen-ers, according to Tapscott, need to learn how to look for information, analyse and synthesise it, and critically evaluate it. This compares with the old model where education was about students absorbing content, provided mainly by the teacher. To succeed meant being able to regurgitate what was committed to memory. Tapscott argues that, since students can find the facts in an instant, this old Industrial Age model no longer makes sense. It's how you navigate the digital world, he explains, and what you do with the information you discover that counts. Interestingly, Tapscott refers to Papert to make the point that technology enables new ways of learning.

Getting back to the *Handbook of Technological Pedagogical Content Knowledge*, it's a significant work because it moves us beyond Lee Shulman's earlier work on pedagogical content knowledge, which was adequate for informing the design of teacher education programs before the internet and the pervasiveness of ICT in an increasingly networked, digital world. The *Handbook of Technological Pedagogical Content Knowledge* is essential reading for anyone involved in the design of teacher education programs and the continuing professional development of teachers. I'm convinced that pedagogical content knowledge is no longer sufficient for the paradigm that Tapscott and Papert envision.

In the centre of my desk are three key documents which will shape and regulate our behaviour in teacher education. These include the draft *National Professional Standards for Teachers*. Slightly on top of that document is the Queensland government's *A Flying Start for Queensland Children: Education green paper*. Buried underneath both is the Commonwealth government's *Digital Strategy for Teachers and School Leaders*.

The *Digital Strategy for Teachers and School Leaders*, in my view, is an excellent document that has some understanding of the digital world we live in. I suspect that Papert and Tapscott would approve of it! Among its aims is to ensure that the implementation of the national curriculum promotes the use of digital technologies as an integral rather than optional part of curriculum delivery. Based on the work plan of the Teaching for the Digital Age Advisory Group (TDAAG), it aims to build pre-service teacher capability so that future teachers achieve competence in the effective, creative and innovative inclusion of technologies in teaching and learning. This is exciting but, as I mentioned, it sits under those other two documents.

A Flying Start outlines a review of teacher training, and that's not a misprint: it really does refer to *training*, not *education*, and foregrounds a 'particular attention...to school discipline and teaching literacy and numeracy,' and that's not a

misprint either – it really does refer to *discipline* and might explain why Queensland is building a super prison. There's no mention of TPACK and no understanding of the work of the TDAAG or of the Commonwealth government's Digital Education Revolution agenda. It looks very post-Gutenberg.

More disturbing is the draft *National Professional Standards for Teachers*. Search for 'digital,' 'technology,' 'computers,' 'internet' or 'TPACK' and you'll search in vain. In terms of professional knowledge, the draft does expect teachers to 'know effective pedagogies for teaching...content and understand how ICT can support and enhance student learning.' Further analysis, though, reveals that, of the 26 standards statements for graduates, ICT only appears in one of them, standard 2.7, which requires graduates to 'know how ICT can be used to enable and enhance student learning.'

I would strongly suggest that the writers of these important standards, and those undertaking the review of teacher education in Queensland, need to project themselves into the 21st century, and put *Grownup Digital: How the Net Generation is changing your world* and the *Handbook of Technological Pedagogical Content Knowledge* on their shelf, or better still on their desk.

Associate Professor Glenn Finger *is the Deputy Dean (Learning and Teaching) in the Faculty of Education at Griffith University.*

REFERENCES

American Association of Colleges for Teacher Education. (2008). Handbook of Technological Pedagogical Content Knowledge. New York: Routledge.

AEEYSOC National Standards Expert Working Group. (2010). National Professional Standards for Teachers. Melbourne: Ministerial Council for Education, Early Childhood Development and Youth Affairs. Available at www.mceecdya.edu.au

Department of Education, Employment and Workplace Relations. (2010). Digital Strategy for Teachers and School Leaders. Canberra: DEEWR.

Department of Education and Training, Queensland. (2010). A Flying Start for Queensland Children: Education green paper. Brisbane: DET, Queensland. Available at http://deta.qld.gov.au/aflyingstart/pdfs/greenpaper.pdf

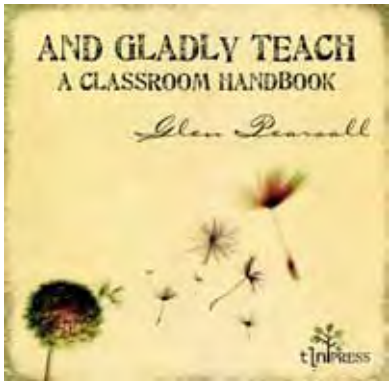
Palfrey, J. &Gasser, U. (2008). Born Digital. New York: Basic Books.

Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. New York: Basic Books.

Tapscott, D. (2009). Grownup Digital: How the Net Generation is changing your world. New York: McGraw-Hill.

Tapscott, D. (1998). Growing Up Digital: The rise of the Net Generation. New York: McGraw-Hill.

Reviews



And Gladly Teach: A classroom handbook

By Glen Pearsall
Published by TLN Press
ISBN 9 780 980 748 901
RRP 14.95
Reviewed by Steve Holden

There's a seemingly endless flow of books of the 'teacher's toolbox' variety across the reviews desk, which suggests that publishers have identified a vital market, particularly for educators in their first years of teaching. The surprise, though, is that most flow from Britain and the United States. Could it be that Australian publishers see this sort of thing as too small a niche to be worth their while?

The good news is that TLN Press has judged it a niche that is worth filling. Keep your fingers crossed that Glen Pearsall's *And Gladly Teach* is the first of many books from this small press.

Educators in their first years of teaching will find this accessible book very useful, but I hope educators with years of experience will take a look at it as well. Using a simple format,

Pearsall outlines the purpose behind a strategy, the thinking that informs it, and step-by-step instructions and resource materials. He also refers briefly to the research, much of it Australian, that underpins the strategies he outlines.

There's every chance you'll find a strategy here that you've never seen or used before. My favourites are word clouds, resource auctions and an activity using groupwork cards.

Each strategy in *And Gladly Teach* addresses typical problems, grouped in chapters like 'Student engagement'; 'Cooperative classrooms' and 'Staying on task.' Could Pearsall be modelling a positive approach? What's useful here is that the strategies in each chapter actually do address disengagement, the dysfunctional behaviour of groups and individual students, and straying off-task, or not getting on task in the first place. Pearsall avoids both pitfalls of the 'teacher's toolbox' genre: promising silver bullets and pretending that his reader teaches in a ideal world. The 'Query, wait and watch' checklist – one simple page of check boxes to help you monitor your own behaviours in class discussion – is worth the price of the book.

It's 'a clerk of Oxenford' in Geoffrey Chaucer's *Canterbury Tales*, by the way, who gives the book its title – the clerk 'gladly wolde...lerne, and gladly teche.' Quite.

LINKS

www.tln.org.au

What Expert Teachers Do: Enhancing professional knowledge for classroom practice

By John Loughran

Published by Allen & Unwin

ISBN 9 781741 759 877

RRP $45.00

Reviewed by Steve Holden

What Expert Teachers Do assists professional educators, as John Loughran puts it on page 3, 'to ensure that what we think we do in our practice is in accord with what we actually do, and that is not a simple task.'

A case in point in this book is the way educators use wait time in questioning. This is nicely examined, more so because Loughran uses it to address the way, typically, we see the need for wait time in the practice of others, but not in our own practice.

The emphasis on skills – or what Loughran at the end of the book calls an 'armoury' on page 201 – might suggest Loughran conceives of teaching as merely a mechanical or technical practice. That's not the case. If anything, *What Expert Teachers Do* investigates the 'messiness of teaching.' According to Loughran, on page 15, 'it is through being challenged by, and engaged in, mapping the indeterminate swampy terrain that professional learning abounds.'

What Expert Teachers Do usefully examines that 'indeterminate swampy terrain' with reference to Jean Piaget, Lev Vygotsky, Howard Bloom and the like; to explanations of the uses of teaching tools like think-pair-share, mind maps, before-now-after, fishbowl discussions, predict-observe-explain and so on; and, most commendably, to reflective practice and teacher research.

What's missing, surprisingly, is any reference to the extensive work that has been undertaken in Australia and elsewhere on the development of professional teaching standards by, for example, the nation's various subject associations, state and territory teacher registration or accreditation bodies and, most recently, the National Standards Sub-group of the Ministerial Council for Education, Early Childhood Development and Youth Affairs. Given that much of the work on the development of professional standards was framed precisely in terms of 'what teachers know and are able to do,' that's an unusual omission.

Steve Holden *is Editor-in-Chief – Magazines at ACER Press.*

5-7 JULY
History Teachers Association of Australia National History Conference 2010: History teaching history – teaching history teachers, with a particular focus on the national curriculum
Hosted by the History Teachers' Association of NSW
place Shore School, Sydney
phone 02 9518 4940
email htansw@tpg.com.au
website www.historyteacher.org.au/conference.htm

9-11 JULY
Lismore Teachers College – 40-year reunion 1970-1973
Southern Cross University celebrates 40 years since its foundation, as Lismore Teachers College. Join former staff and students for a celebration of this historic moment.
place Southern Cross University, Lismore
contact Southern Cross University Alumni Office
phone 02 6620 3354
email alumni@scu.edu.au
website scu.edu.au/alumni

15-17 JULY
Business Educators Association National Conference: Moving forwards together
Hosted by the Business Educators Association of Queensland and the Queensland Economic Teachers Association, the conference includes workshop sessions and field visits to assist new and experienced teachers to further develop their skills and knowledge.
place Brisbane Convention and Exhibition Centre
contact Kerri Hicks-Schilling
phone 07 3358 5880
website www.beaq.org.au

30 JULY
Planet Ark Schools Tree Day
Your students can join 200,000 peers from 2,500 schools on Friday 30 July for Schools Tree Day. National Tree Day is on Sunday 1 August.
phone 1300 885 000
website http://treeday.planetark.org/schools

6 AUGUST
Jeans for Genes Day
By donating a gold coin on Jeans for Genes Day, your students can support the Children's Medical Research Institute to unravel the mysteries of childhood diseases. Get your school involved and celebrate Jeans for Genes Day this year!
contact Nickie Flambouras
phone 1800 GENIES (436 437)
website www.jeansforgenes.org.au

12-14 AUGUST
Seventh National Interactive Teaching and Learning Conference
The IWBNet conference will address the uses of interactive whiteboards and other interactive teaching and learning applications and technologies currently available and in the pipeline for use in the classroom.
place Saint Stephen's College, Gold Coast
phone 1800 760 108
website www.iwb.net.au/conferences

15-17 AUGUST
Teaching Mathematics? Make it count
The research conference of the Australian Council for Educational Research will focus on mathematics teaching, drawing together research-based knowledge about the effective teaching and learning of mathematics.
place Crown Conference Centre, Melbourne
contact Margaret Taylor
email taylor@acer.edu.au
phone 03 9277 5403
website www.acer.edu.au/research_conferences

20 AUGUST
Children's Book of the Year Awards
Find out the winners and honour books in this year's Children's Book Council of Australia Children's Book of the Year Awards
website http://cbca.org.au/awards.htm

20-22 AUGUST
40 Hour Famine
Raise awareness, and funds, to help tackle the causes of poverty, through both short-term solutions and long-term development projects, by inviting

Diary

your students to participate in World Vision's 40 Hour Famine. Primary school students who choose to participate by going without food are advised to do so for no more than eight hours.
website www.worldvision.com.au/40hourfamine

22-24 AUGUST
ELH and SchoolTech Conference
ELH is the premier professional development conference tailored to challenge, inspire and motivate principals, heads of curriculum, teachers and professional development coordinators. Explore high-level technology strategy, and planning and management issues, as well as learning how to use the latest technologies and software applications, in full-day intensive workshops, and leave with practical resources to enhance your classroom activities.
place Mantra Erskine Beach Resort, Lorne, Victoria
phone 1300 36 1988
email conferences@computelec.com.au
website www.computelec.com.au/elh2010

26-28 AUGUST
Professional Development Network 14th Annual School Leaders' Conference – Lead: Make a Difference
The Lead: Make a Difference conference will focus on how the collective leadership effort of teachers, parents and positional leaders can be harnessed to improve learning and children's achievement.
place Conrad Jupiters, Gold Coast
phone 07 3735 5626
email d.clark@griffith.edu.au
website www.griffith.edu.au/conference

29 AUGUST-4 SEPTEMBER
National Literacy and Numeracy Week
website www.deewr.gov.au/nlnw

6 SEPTEMBER
The Fifth International Middle Years of Schooling Conference: Our worlds connecting in the middle
You'll come away from this conference with new ways of thinking about what it means to be an effective middle years educator in the 21st century – plus optional school tours for delegates on 7 September.
place Adelaide Convention Centre
phone 0882746048
email middleschool2010@sapmea.asn.au
website http://sapmea.asn.au/conventions/middleschool2010

11-12 SEPTEMBER
Queensland Education Resources Expo
The Queensland Education Resources Expo, formerly known as the Education Show, Brisbane, is Queensland's premier industry event for education professionals. The event will showcase the latest resources so that all education professionals from all levels and institutions can test and purchase resources and services, and discover innovative ideas. The event features an extensive seminar program focusing on key education issues and is a great opportunity for professional development. Register online for your free tickets.
place Brisbane Convention & Exhibition Centre, South Bank
contact Hedy van Hofwegen
phone 07 5535 2022
email interchange@onthenet.com.au
website www.edresourcesexpo.com.au

29 SEPTEMBER-1 OCTOBER
Australia and New Zealand Education Law Association – The teaching profession: Over regulated?
place NSW Teachers Federation Conference Centre, Sydney
phone 07 3829 9538
email anzela@officelogistics.com.au
website www.anzela.edu.au

10-12 OCTOBER
National Boys' Education Conference: Boosting boys' achievements
Drs Michael Gurian, Michael Carr-Gregg, Adam Cox and Prof Jeffrey Wilhelm as well as Kevin Sheedy and Tim Hawkes kick off this K-12 conference with a focus on boosting boys' motivation to learn, the implications of neuroscience on boys' engagement in learning, innovative uses of social media in boys' learning, best-practice demonstration lessons and more.
place The King's School, Parramatta
website www.kings.edu.au/boysed

GO AHEAD, MAKE A

Do you have a fear of failure? Chances are, you probably do, but there's every reason to embrace failure, as ***STEVE HOLDEN*** *explains.*

You've told yourself you'd never do it, but you find yourself talking over student noise. You mispronounce a word in a staff meeting and a colleague corrects you. You're working a maths example on the board, when a student asks, 'Shouldn't that 7 be a 9?'

Mistakes: most of us hate making them, the sinking feeling of inadequacy. We worry that we've made ourselves look unprepared, unknowledgeable, stupid. At best, most of us react defensively; at worst, in our embarrassment and shame, we pretend we haven't made a mistake at all.

The hard thing to remember, in the classroom or the staffroom, is that this fear of failure is itself a shame, because it's a lost opportunity. Getting things wrong is how we get things right. If at first you don't succeed, try, try again. Failure precedes success.

Consider, for example, the way civil or mechanical engineers pursue structural failures. Luckily for us, our bridges and the cars we drive over them have been tested for static failure and fatigue failure, so we're probably not going to encounter the kind of wave wobbles that occurred on the Volgograd Bridge in May.

As it turns out, though, it's precisely because we rely on things probably being the way they are that we get some things wrong.

It's called inductive reasoning – aka guessing – and it's one of the main ways we learn. Trouble is, it's also a reason we make mistakes. It's through inductive reasoning, for example, that the early language learner figures that you can use the -ed suffix to change tense: today I learn, talk and play but yesterday I learned, talked and played.

Easy. You think? Not when thinked is actually thought, drinked is drank, and sleeped is slept.

The failure, though, is a good thing: our use of inductive reasoning when we're early language learners helps us to handle a whole lot of grammar where the rule probably applies; then we're free to learn the exceptions to the -ed rule without, thankfully, having to memorise every verb in the English language.

Put simply, we learn from our mistakes.

I remember picking up a class mid-year, after a teacher left the school suddenly, to discover that the students hadn't exactly followed the curriculum. We would, I told the students, have to start from scratch. I had no idea how hard the next few lessons, some of the hardest I'd ever taken, were going to be.

Why, I kept asking myself, were the students so unreceptive, resistant, even hostile? It wasn't my fault that the first half of the year had gone off the rails.

I knew I'd made a mistake, but it took me a while to realise what it was, and a while longer to learn from it.

It took several classes before I had the sense to put myself in the students' shoes, and then I began to understand why they were so resistant. Who was this guy breezing in and telling them they'd wasted their first semester and let's start over?

More than a little humbled in my stupidity, I started mapping the work the students had done and the assessments they'd completed against the curriculum. There was, I realised, another way to come at this than by starting from scratch. But first, I realised, there was an apology to be offered.

I had, I explained to the students when next we met, made a big mistake. If I was a student in the class, I said, I would be mightily angry. And I was sorry. My approach in the first classes for the semester was, to put it bluntly, dumb.

We talked about the work already completed, identifiable gaps in assessments and ways we could address these together. By the end of that class, we'd agreed on a program by which we could revisit the content from first semester while we covered our second semester content. It would still take a lot of work, but there were ways we could do it efficiently, without starting over.

It was one of the most transformative teaching moments I've ever experienced. I began teaching some of the most receptive, cooperative, friendly and successful students I'd ever taught – I think they and I learned a lot from my mistake.

I wish I could say that I always admitted my mistakes after that, but getting it wrong still makes me feel unprepared, unknowledgeable and stupid. I still get defensive and I still pretend I haven't made a mistake.

The big question, though, is this: if we find it so hard to admit it when we're wrong, when we don't know the answer, when we don't understand, how hard must it be for our students?

Steve Holden *is Editor-in-Chief – Magazines at ACER Press.*

1 According to a survey of 1,000 parents by McCrindle Research, what percentage of parents supported the proposed teacher strike over the National Assessment Program – Literacy and Numeracy (NAPLAN)?

2 Which industry was concerned that a question on the NAPLAN test, titled 'From Moo to Roo,' could cause damage to the industry?

3 According to Australian Curriculum, Assessment and Reporting Authority (ACARA) chair Dr Peter Hill, what is delaying the addition of financial data to the My School website this year?

4 Who wrote a submission to ACARA, regarding the draft national curriculum, arguing that if 'there will be no nationwide Year 12 exam to measure student achievement…this defeats one of the most important reasons for having a national curriculum in the first place'?

5 According to the Teaching and Learning International Survey (TALIS), approximately what percentage of teachers believe that they would receive recognition for improving the quality of their work?

6 According to TALIS, what percentage of classroom time do teachers spend on actual teaching?

7 According to TALIS, what percentage of principals report that instruction in their schools is hindered by a lack of qualified teachers?

8 The Teachers Reward trial in selected Victorian schools will award top-performing teachers annual bonuses of how much?

9 The Schools Reward trial will award bonuses to schools based on what criterion?

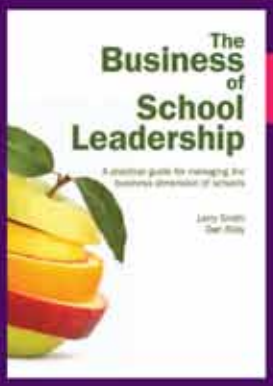
10 Who recently told students at Trinity Gardens Primary School in Adelaide that the world was warmer 'at the time of Jesus of Nazareth' than it is today?

ANSWERS: 1. 30 per cent; 2. the beef industry, which objected to the question comparing the relative methane emissions and fat content of cattle and kangaroos; 3. difficulties sourcing comparable information across government, independent and Catholic sectors; 4. Queensland senator Brett Mason, on behalf of the Coalition; 5. 10 per cent; 6. 76 per cent; 7. 40 per cent; 8. $6,000; 9. school performance in NAPLAN tests; 10. Commonwealth Opposition Leader Tony Abbott.

SCHOOL LEADERSHIP TITLES FROM ACER PRESS

NEW

This book includes practical and, at times, challenging images of leading learning in a small school. It identifies what the research says about small school leadership and then relates five compelling stories from across Australia.
Michelle Anderson et al | $34.95



NEW

This book provides the key principles and tactics of business operation that school leaders need if they are to effectively manage both the educational and business imperatives of their schools.
Larry Smith & Dan Riley | $34.95

NEW

The role of school leaders has changed as countries attempt to transform their education systems to prepare young people to function in today's world. This book argues there is a need for new paradigms of schooling and offers practical advice on how to bring about such breakthrough change from within schools.
Leoni Degenhardt & Patrick Duignan | $39.95

NEW

This book is the first major work which defines and explores the concept of the Networked School Community and details the challenges and opportunities of its implementation from the perspective of the system, the school, the teacher, the student, the home, and the parent.
Mal Lee & Glenn Finger | $69.95

Aimed at professionals at any stage of their career seeking to improve teaching and learning, this book highlights relevant research from educators and students in many schools across a variety of countries, along with short case studies and vignettes to add detail, richness and authenticity.
Steve Dinham | $39.95

Why not the Best Schools? offers a ten-point, ten-year plan for an education revolution that will result in the transformation of Australia's schools. An individual booklet for each of the six countries studied, containing five in-depth case studies is also available.
Brian Caldwell & Jessica Harris | $39.95

For a catalogue or further information contact Customer Service
+61 3 9277 5447 | sales@acer.edu.au | http://shop.acer.edu.au

ACER BOOKSHOP

Melbourne
19 Prospect Hill Rd
Camberwell, Vic
t: 03 9277 5490
f: 03 9277 5685

Perth
7/1329 Hay St
West Perth, WA
t: 08 9485 2194
f: 08 9485 2195

Brisbane
1/165 Kelvin Grove Rd
Kelvin Grove, Qld
t: 07 3238 9000
f: 07 3238 9001

w: www.acerbookshop.com.au | **e:** bookshop@acer.edu.au | **h:** Mon–Fri, 9am–5pm

Australian Council *for* Educational Research

ACER